DOCUMENT RESUME

ED 432 115 EC 307 321

AUTHOR Chelberg, Gene; Harbour, Wendy; Juarez, Roberta L.

TITLE Accessing Student Life: Steps To Improve the Campus Climate for Disabled Students.

INSTITUTION Minnesota Univ., Minneapolis. Disability Services.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 1998-11-00
NOTE 96p.
CONTRACT P116B51132
AVAILABLE FROM University of Minnesota Disability Services, Research and Training, 12 Johnston Hall, 101 Pleasant Street Southeast, Minneapolis, MN 55455; Tel: 612-626-9658; TTY: 612-626-9649; e-mail: engage@disserv.stu.umn.edu; Web site: http://disserv3.stu.umn.edu/ENGAGE (available in alternate format upon request).
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Access to Education; *Accessibility (for Disabled); *Attitudes toward Disabilities; *Campus Planning; *College Environment; *College Students; Consciousness Raising; *Disabilities; Higher Education; Student Personnel Services

ABSTRACT

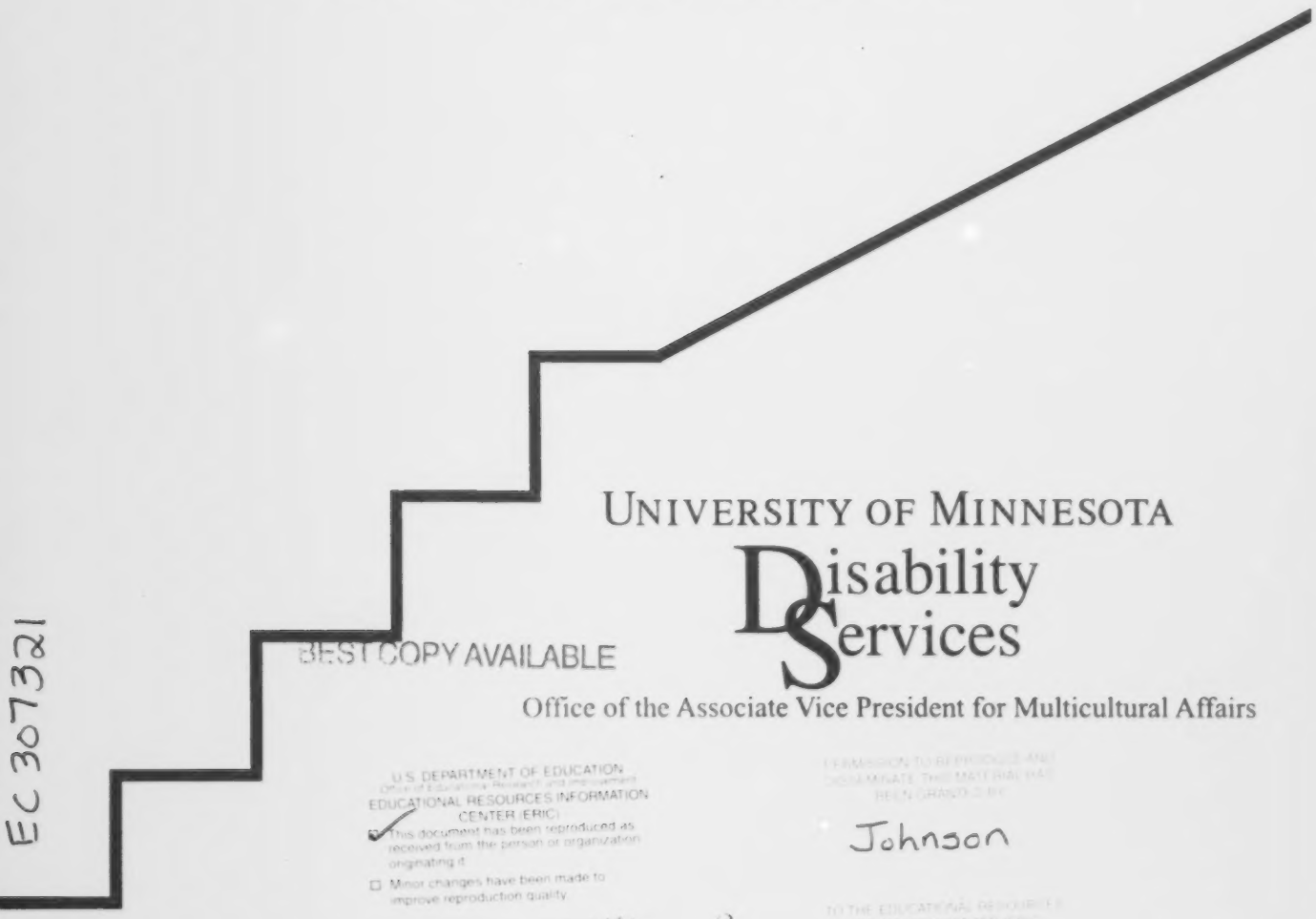
Information in this guidebook is designed to assist student leaders and student activities staff who are involved in planning campus programming to make campus activities accessible and inclusive, increase involvement of students with disabilities in student life activities, and promote positive change in the frequency and/or nature of interaction between students with and without disabilities. Part 1 of the guidebook discusses barriers to student life. Part 2, "Planning Accessible Activities," provides guidelines for creating accessible campus activities with regard to the physical, informational, programmatic, and attitudinal environments. Part 3, "Infusing Disability Perspectives," describes new models for understanding disability and outlines strategies for including an array of disability experiences in campus programming. The following part, "Developing Access Initiatives," provides a structure to facilitate development of an Access Initiative, a concrete plan for putting newly acquired knowledge into action. The last two parts provide references, additional resources, and an index. Journal articles, and essays, resource books and literature, periodicals and journals, videotapes and other non-print media, and Internet resources are provided. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 432 115

Accessing Student Life:

Steps to Improve the Campus Climate for Disabled Students



UNIVERSITY OF MINNESOTA
Disability Services
Office of the Associate Vice President for Multicultural Affairs

BEST COPY AVAILABLE

EC 307321

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Johnson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

disability access to student life

Fund for the Improvement of Postsecondary Education
U.S. Department of Education
Project #P116B51132

© 1998 University of Minnesota

This material is available in alternate format upon request.
Contact Disability Services at 612-626-9658 (Voice) or 612-626-9649 (TTY).

Disability Services, University of Minnesota
12 Johnston Hall, 101 Pleasant Street Southeast
Minneapolis, MN 55455
http://disserv3.stu.umn.edu/ENGAGE
engage@disserv.stu.umn.edu

DEDICATION

Accessing Student Life is dedicated to
the drive for equal treatment of college students with disabilities
expressed by the following individuals:

Participants in the
1994 and 1995 national Institutes on Disability and Leadership
and
the students and staff teams
who were instrumental in the implementation of
Engage: Disability Access to Student Life.

ACKNOWLEDGMENTS

The authors would like to thank the following individuals
for their support:

Participants and faculty of the
1996 and 1997 Disability Access to Student Life Seminars and Workshops
and the *Engage* Advisory Committee

Jay Donahue, Program Officer
Fund for the Improvement of Postsecondary Education
U.S. Department of Education

Dr. Sue Kroeger, Director of Disability Services/*Engage* Principal Investigator
University of Minnesota

Dr. John Imholte, Former Acting Vice President for Student Affairs
University of Minnesota

Dr. Josie Johnson, Former Associate Vice President of Academic Affairs
University of Minnesota

Dr. Nancy Barcelo, Associate Vice President for the Office of Multicultural and Academic Affairs
University of Minnesota

The staff and volunteers who assisted in the production, design, and review of the manual:
Jo Anne Chelberg, Volunteer
Lara Class, Office Specialist
Judy Fox, Secretary
Maureen Gitlin, Volunteer
Rick Jacobson, Volunteer
Sue Lasoff, O.T.R., M.S., Accessibility Specialist
Jenny Nelson, Access Assistant
Anh Pham, Office Specialist
Dan Schlagel, M.S.Ed., Computer Systems Specialist

ENGAGE PROJECT STAFF

AUTHORS

Gene Chelberg, Project Coordinator
Wendy Harbour, Project Associate/Disability Specialist
Roberta L. Juarez, M.A., Disability Specialist

EDITORS

Betty Aune, Ed.D., Former Associate Director/*Engage* Project Director
Terry Collins, Ph.D., Professor/Director of Academic Affairs/*Engage* Dissemination Editor - General College
Donna Johnson, M.S., M.A., Assistant Director/*Engage* Project Director

CONTRIBUTORS

Stephanie Agresta, Graduate Assistant
Beth Egan, Ph.D., Research Associate
Steve Gray, Evaluation Consultant, Steven Gray Consulting
Jeremy Jobling, Student Coordinator
Barbara Robertson, Research Assistant

PRODUCTION

Liisa Beckman, Secretary
Tina Lorsung, Administrative Aide
Melissa Molitor, Secretary

ENGAGE ADVISORY COMMITTEE AND FACULTY

- *Susan Aase, M.S.*, Assistant Director, Disability Services, University of Minnesota Δ
- *John Blessing*, Assistant Vice President for Student Affairs, Bemidji State University *
- *Marci Block*, Greek Advisor, Campus Involvement Center, University of Minnesota *
- *Kate Caffrey*, Director, Office of Campus Activities, Carleton College *Δ
- *Tina dela Cruz*, Assistant to the Director, Diversity Institute, University of Minnesota Δ
- *Sandra Desler*, Student, Minneapolis Community College *
- *Debbie Drinkard-Grovum*, Counselor, Northwest Technical College *
- *Margaret Duhoux*, Student, Normandale Community College *
- *Toby M. Egan, M.Ed.*, Leadership Program Coordinator, Office of Student Activities, University of Minnesota *
- *Jane Gerus*, Visual Artist, Minneapolis, MN Δ
- *Elias Goutoufas*, Student, University of Minnesota *
- *Bud Graeger*, Student Lobbyist, Minnesota Technical Community College Student Association *
- *Curt Griesel*, Computer Accommodations Coordinator, Distributed Computing Services, University of Minnesota Δ
- *Donna Johnson, M.S.*, Career Services Coordinator, Disability Services, University of Minnesota Δ
- *Sue Lindgren*, Student, University of Minnesota Δ
- *Kathy McGillivray*, Disability Specialist, Disability Services, University of Minnesota Δ
- *Joy Mincey Powell*, Performance Artist, Minneapolis, MN Δ
- *Amy Morris*, Student, Macalester College *
- *June Nobbe, M.A.*, Director, Campus Involvement Center, University of Minnesota Δ
- *Pat Seppanen*, Senior Researcher, University of Minnesota *
- *Linda Wolford*, Acting Director, Diversity Institute, University of Minnesota Δ

Δ Disability Access to Student Life Faculty. Affiliations noted were at the time of the seminar.

* *Engage* Advisory Committee. Affiliations noted were at the time of membership on the advisory committee.

Table of Contents

Part I: Introduction **1**
Barriers to Student Life 2
Project to Improve Access 3
Using this Resource 4

Part II: Planning Accessible Events **5**
Four Access Environments 6
Practical Applications of the Four Access Environments 7

Part III: Infusing Disability Perspectives **15**
A Shift in Paradigms 16
Disability Culture 18
Disabled and Proud 18
Diversity and Disability 19
Practical Applications 20

Part IV: Developing Access Initiatives **26**
Getting Started 27
Completing a Needs Assessment 27
Writing an Access Initiative 38

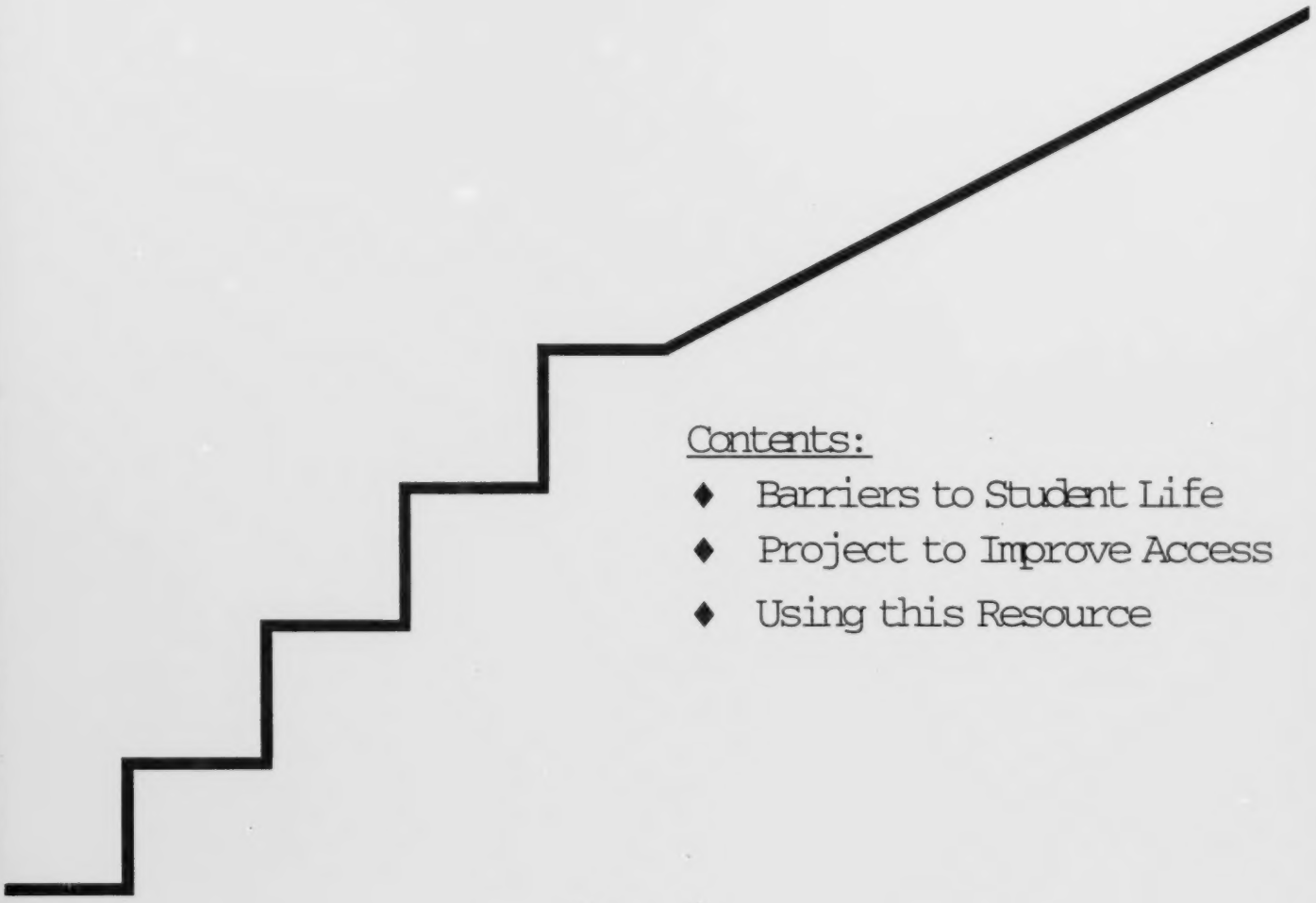
Part V: References **40**

Part VI: Additional Resources **42**
Journal Articles and Essays 43
Resource Books and Literature 45
Periodicals and Journals 49
Videotapes and Other Non-Print Media 49
Internet and Other Electronic Resources 51

Part VII: Index **63**

Accessing Student Life:
Steps to Improve the Campus Climate
for Disabled Students

Part I:
Introduction



Contents:

- Barriers to Student Life
- Project to Improve Access
- Using this Resource

INTRODUCTION

Does your student government consider physical accessibility when selecting a site for a leadership retreat? How can your honor society support students with learning disabilities in their efforts to facilitate a board meeting? Does your residence hall council know how to get promotional materials converted into Braille for students who are blind? Does your student life office openly encourage the participation of students with disabilities? How can your student newspaper board find a sign language interpreter if one is required?

Barriers to Student Life

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act call for the elimination of barriers to participation in higher education for college students with disabilities. Today most college and university campuses have specific services which assist their institutions in creating barrier-free learning environments. Nationally, campus efforts have focused primarily on increasing access to academic environments (e.g., providing text books on tape, sign language interpreters for class lectures, and test accommodations for students with learning disabilities). Consequently, despite the legal mandates of Section 504 and the documented positive effects of student life activities on overall student development, little attention has been given to disabled students' access to the co-curriculum.

"Nationally, campus efforts have focused primarily on increasing access to academic environments [and]...little attention has been given to disabled students' access to the co-curriculum..."

Kuh and his associates report that "out-of-class experiences are linked to satisfaction with college, retention and graduation, development of leadership skills, mature interpersonal relationships, altruistic values, and adult success" (cited in Magolda, 1992, p. 203). For example, Linda Mona, a graduate of a large southern public university, lists several barriers she and her fellow students encountered when attempting to participate in student activities. She said that the university did not provide wheelchair accessible transportation for student retreats, nor did it provide sign language interpreters at student conferences, thus keeping Mona and her colleagues from reaping the benefits of the co-curriculum. Dan Ryan, past chair of the DisAbility Concerns Network for the National Association of Student Personnel Administrators (NASPA) and a direct service provider, described the situation as follows:

> I have seen firsthand the barriers that exist to students with disabilities with an interest in co-curricular activities. From field trips and study abroad programs to transportation to off-campus athletic events, too many students have been denied opportunities to bond with their peers outside of the classroom. It has been my experience that most times, this occurs not out of malice, but out of the ignorance of activities coordinators regarding access for persons with disabilities (1995).

The result is that students with disabilities do not have the opportunity to fully integrate into the student body nor to participate fully in student activities, thus reaping few of the benefits of the co-curriculum which have been shown to support the success of their nondisabled peers. In addition, nondisabled students continue to experience limited interaction with disabled students, and existing stereotypes about people with disabilities are perpetuated, not only in campus life but eventually in the workplace as well.

Project to Improve Access

In an effort to increase the level of involvement of students with disabilities in student life activities, as well as to improve the quality of that involvement, the University of Minnesota established *Engage: Disability Access to Student Life*, with support from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education. The mission of *Engage* was to improve the campus climate for college students with disabilities by eliminating physical, informational, programmatic, and attitudinal barriers to student life. The project was based on an interactional model of disability, in which the locus of disability-related barriers and access solutions is found in society, rather than in the disabled individual. The project employed a train-the-trainer model, in which teams representing midwestern two-year and four-year colleges and universities (public and private) learned about access and disability culture, and then developed and implemented specialized training for student leaders, faculty, and staff at their respective campuses.

This process occurred in several steps. The teams of student leaders and student activities personnel, with and without disabilities, attended seminars on disability access to student life. Campus Access Initiatives were implemented, specifying team objectives, the campus groups to be targeted for accessibility/inclusion training, and the approach to be used. A listserv provided resources and updates to teams, as well as facilitated an ongoing dialogue among teams and staff. Workshops, site visits, and interactive video were also used for follow-up activities. These efforts have built networks of trained student leaders and personnel who are beginning to educate peers and colleagues while developing inclusive co-curricular models in their dispersed locales.

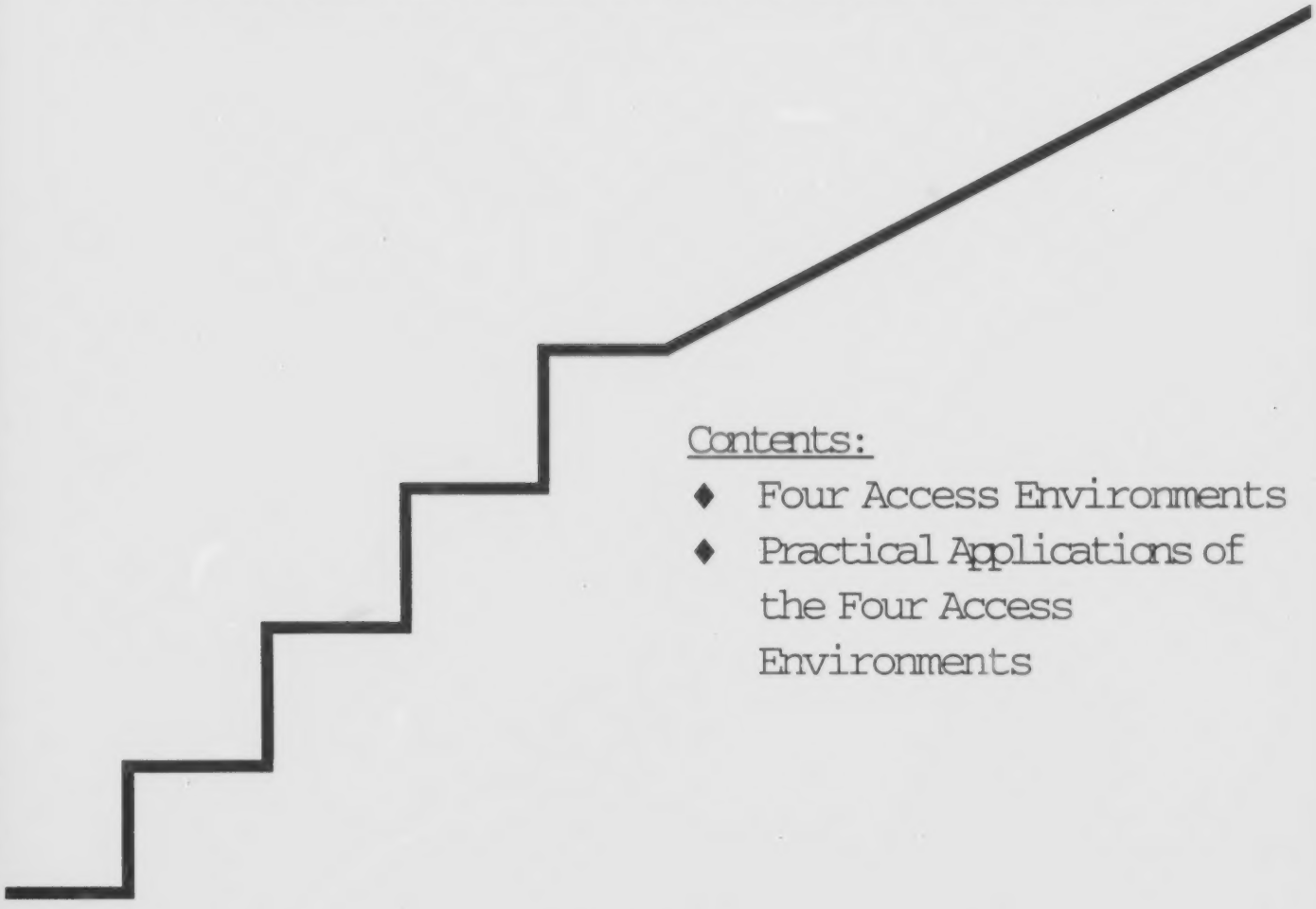
Using this Resource

The materials shared in *Accessing Student Life* are drawn directly from the lessons learned by *Engage* participants and staff. Designed to assist student leaders and student activities staff who are involved in planning campus programming, information in this guidebook is organized around the following two-pronged approach for improving the campus climate for students with disabilities:

- Planning Accessible Activities provides guidelines for creating accessible campus activities with regard to the physical, informational, programmatic, and attitudinal environments.
- Infusing Disability Perspectives describes new models for understanding disability and outlines strategies for including an array of disability experiences in campus programming.

Readers should use *Accessing Student Life* as a starting point, adapting the concepts and materials to the specific needs and characteristics of individual institutions. Use of materials in this guidebook will hopefully result in expanded efforts by student organizations to make campus activities accessible and inclusive, increased involvement of students with disabilities in student life activities, a higher quality of involvement, and changes in the frequency and/or nature of interaction between disabled and nondisabled students.

Part II:
Planning Accessible Student Life Activities



Contents:

- Four Access Environments
- Practical Applications of the Four Access Environments

PLANNING ACCESSIBLE STUDENT LIFE ACTIVITIES

College students with disabilities represent 9.2% of first-year college students nationally (Henderson, 1995). This means that one out of nine prospective participants in campus organizations or programs may experience difficulty accessing the same opportunities available to their nondisabled peers. When most people hear the word *disability*, images of people using wheelchairs, guide dogs, canes, or sign language interpreters come to mind. In addition to these visible disabilities however, more than half of people with disabilities have a hidden disability. Hidden disabilities include learning, psychiatric, head injury, developmental, and systemic/chronic conditions (diabetes, HIV infection, environmental illness, etc.). People can be born with a disability or acquire one as they go through life. Disabled people are sometimes referred to as the "equal opportunity minority group." Anyone can have a disability, regardless of race, ethnicity, sex, gender, age, class, sexual orientation or spiritual practice. Because of this diversity, disabled students are potentially interested in any of the broad array of student life offerings found on most college campuses.

Therefore, when planning campus activities such as club meetings, student government elections, leadership retreats, multicultural fairs, and homecoming festivities, it is important to consider barriers that may keep students with disabilities from fully participating. Barriers can take a variety of forms, including obvious barriers such as stairs into a building, lack of sign language interpreters, and narrow doorways and passages. Barriers can also be less apparent, such as printed materials, background noise, and heavily scented products (e.g. perfumes, cleaning products). All of these barriers can keep people with a variety of disabilities from having meaningful access to the same opportunities that nondisabled people experience.

Four Access Environments

Meaningful access for people with disabilities encompasses four environments: physical, informational, programmatic/policy and attitudinal.

- Physical Environment Elements of this environment are most often thought of when discussing disability-related access. Curb cuts, ramps, and elevators are some of the more visible additions to physical environments since the implementation of accessibility laws. Additionally, raised print and braille signage in elevators and outside offices, along with visual alarms, are adaptations to the physical environment which make it more accessible to people with sensory disabilities (e.g. blind/visually impaired and deaf/hard of hearing).

- Informational Environment This environment encompasses print materials (e.g. posters, flyers, agendas, campus newspapers), oral communications (e.g. speakers, films, and performances), and information technologies (e.g. telephones, interactive kiosks, and World Wide Web pages). Access to the informational environment can occur through the creation of printed materials in alternate formats (Braille, large print, audio tape, and electronic), the provision of sign language interpreters for public speeches and performances, and the incorporation of design elements in information technology systems that are friendly to adaptive technology.

- Programmatic/Policy Environment This environment involves maximizing participation opportunities for all through the design of accessible programs. It also includes the development of policies which eliminate barriers to programs, such as adapting eligibility requirements (e.g. credit load) for participation in student government, establishing equal opportunity policies that include the protection of people with disabilities, and the designation of a key person to be accountable for disability-related access.

- Attitudinal Environment This environment is the most intangible of the four, primarily because it involves human behavior and perception. Attitudinal barriers include the prevailing negative assumptions perpetuated by society about people with disabilities; such as the portrayal of disabled people as helpless victims or "inspirational". Changes in the attitudinal environment typically take place through one-on-one interaction with people with disabilities.

Ensuring access to all these environments can be a daunting prospect. This guidebook contains many of the resources needed to assist with creating barrier-free student activities. Remember, Rome wasn't built in a day and it will take more than a thousand days to remove pervasive stairs and replace them with ramps. Developing accessible programs starts with one person looking at one program, one event or one advertising flyer at a time.

Practical Applications of the Four Access Environments

How accessible are campus programs and/or organizations to people with disabilities? Consider the following questions for each environment and the related resource information. In addition to the information presented below, an **Accessibility Checklist** designed to use in auditing individual programs/organizations can be found in the handouts section of this manual. The design specifications for various accommodations may be influenced by local or state guidelines, and are only meant to be general guidelines for American colleges and universities. Campus Americans with

Disabilities Act (ADA) coordinators will be able to address additional questions. Individual accommodations may also vary depending on personal preferences of each person with a disability. Do not hesitate to ask questions clarifying accommodation requests.

Physical Environment

Are frequently used materials on lower shelves?

All frequently used materials should be placed on lower shelving (36-40 in. above the floor) to make the materials accessible to people who use wheelchairs or are of short stature.

Is disability parking nearby?

Disability parking should be close to accessible building entrances and designated with clear signage. Individual disability parking spots should be 13 ft. wide for cars and 16 ft. wide for vans.

"Elements of this environment... [include] some of the more visible additions to physical environments since the implementation of accessibility laws."

Is tactile signage present?

Elevator controls should have raised and Braille identification to the left of the controls. The elevator doorjambs on each floor should also have raised and Braille floor numbers centered at 60 in.. Rooms/spaces should have raised and Braille signage centered on the wall at 60 in. above the floor on the latch side of the door.

Is the program/organization in a wheelchair accessible location?

Doorways

All doorways (interior and exterior) should have a 32 in. clear opening (when the door is open at 90 degrees) and thresholds should not exceed 0.5 in.. Doors should be equipped with either lever hardware or push-pull openers.

Telephones

Pay and campus telephones should be installed with the highest operating mechanism (usually the coin slot) 48-54 in. above the floor.

Water Fountains

Wherever there are water fountains there should be two, both with up-front easily operable controls; one with the spout 36 in. above the floor and the other with the spout 42 in. above the floor.

Elevators

Elevators should have hall call buttons centered at 42 in. above the floor. Inside cabin controls should be 48-54 in. from the floor to the highest operating mechanism.

Walkways

Ramps should have slopes no steeper than 1:12 (vertical height: horizontal length), be 3 ft. wide and have handrails. It is recommended that exterior walkways have slopes no steeper than 1:20.

Bathrooms

Sinks should have wheelchair clearance underneath and lever faucets. Accessories (paper towel and soap dispensers, etc.) should be mounted with controls 48 in. above the floor. At least one bathroom stall should be 5 ft. wide with 3 ft. clearance in front of the toilet, have grab bars, and the toilet seat should be 17-20 in. above the floor.

Is the site accessible for people with chemical sensitivity/environmental illness?

Ensure that scented products (e.g. cleaners, deodorizers, paint, and other chemicals) are not present in the facility. Pay attention to bathroom deodorizers in particular. If there is advanced notice that a person with multiple chemical sensitivity will be attending an event, include a statement requesting that other participants refrain from wearing scented body products (e.g. colognes, perfume, deodorant, hair products, laundry detergents, etc.).

Is the site conducive to people with disabilities affecting attention and distractibility?

If there will be small and large group presentations, the facility should have private space without background noise, such as loud fans or cafeteria sounds.

Is it a policy of the student organization(s) to hold programs in accessible locations?

Using the above information for reference, develop a policy which states that all public events will be held in physically accessible locations.

Informational Environment

Is information about disability services included in promotional material?

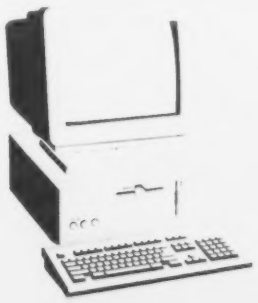
Including information on campus disability services indicates an awareness level on the part of the planners to prospective participants. Be sure to consult with disability services for accurate contact information.

Do all promotional materials have a statement explaining they are available in alternative formats on request?

Such a statement may be available from campus public relations or disability services. An example of such a statement is:

"This material is available in alternate format (e.g. Braille, large print, tape and electronic), please call *(name of contact person, phone number).*"

Note the contact person should be someone within the sponsoring organization responsible for production of materials and who has made initial inquiries with local disability resources to fulfill requests.



"This environment encompasses print materials...oral communications...and information technologies."

Can the program/organization ensure the provision of materials in alternative formats?

Many campuses and most larger communities have services which will convert print materials into Braille, large print, audio tape and/or diskette. Typically, most services prefer print materials to be in a computer word-processed format to allow for expedient conversion. Planners should allow up to two weeks lead time in order to ensure timely conversion.

Are staff or volunteers provided to assist people who may need access assistance?

Access assistance may include reading, scribing (for exercises and inventories), assistance in operating equipment, and assistance in procuring materials. Whatever the task, it is important to identify and provide minimal training to the staff/volunteer(s) who will provide assistance. In addition, respectful access assistance should always be centered around the needs of the individual.

Are films and videos shown with closed or open captions?

When showing videos or films ensure that they are open or closed captioned, meaning that auditory information and speech is printed across the bottom of the screen. If the captioning is automatically visible, that is "open captioning." "Closed" captions require a decoding computer chip in the television to make captions visible. (Note: some videotapes are not captioned; try to only use videos and films labeled as having "closed captions"). When using televisions that were purchased before July 1, 1993, a decoder machine is required (decoders can usually be borrowed from community agencies for the deaf/hard of hearing). Televisions that have 13 in. or larger screens and were made after July 1, 1993 have a captioning/decoder computer chip built into them (see owners manual for instructions).

Are sign language interpreters scheduled upon request?

Most campuses and/or larger communities have access to interpreter services whether they be campus or community based. Contact campus disability services to see how interpreters are arranged for in academic situations. Find out if the same process can be used for student life activities. Typically, sign language interpreters need to be scheduled at least two weeks in advance (allow even more time if the program/organization is in a rural area). When arranging for interpreters to cover a performance or public speech, providing scripts or speech text to interpreters in advance of the event is required. Fees for interpreters usually start at $25-40 per hour with a two hour minimum. Additionally, interpreters will work no more than two hours alone, requiring a second interpreter for events which exceed two hours. Therefore, it is vital that funds be allocated for this line item. Some campuses have central funds to cover interpreter-related costs, while others look to the sponsoring program or organization to cover the fee.

Are TTY/TDDs, amplified headsets, and/or signaling devices (to indicate when the phone is ringing) available?

TTY/TDD

TTYs (sometimes called a TDD Teletype/Telecommunications Device for the Deaf) are used by people who are deaf, hard of hearing or speech impaired to communicate via the telephone. If a program or organization decides to have a TTY, it is imperative that staff/volunteer(s) receive proper training on its use and that it be advertised in all materials. If a program/organization chooses to utilize the local relay service (a free service which provides a relay between a voice phone and TTY phone), know the telephone number of the service (TTY relay service numbers can be found in public telephone books) and be comfortable using it.

Other Adaptive Equipment

Contact campus or local telephone communication services to find out about purchasing/renting amplified headsets and signaling devices.

Does the program/organization have access to adaptive computer technology?

When developing computer resources, such as Internet or World Wide Web sites, staff and volunteer(s) should consider the access needs of people with disabilities. Graphical interfaces should have a text interface option for those who use screen readers and voice synthesizers. In addition, adaptive software and hardware may be needed to allow people with various disabilities to fully access the information environment. Campus computing services, disability services and regional rehabilitation services can be looked to as resources for adaptive technology.

Programmatic/Policy Environment

Are surveys, questionnaires, and any other testing materials available in alternative formats and are other necessary accommodations made?

Accommodations can include a private room, non-distracting environment, extended time to complete the questionnaire/test, interpreters, and alternative formats. Readers and/or scribes may also be needed.

Is disability-related information about an individual kept confidential?

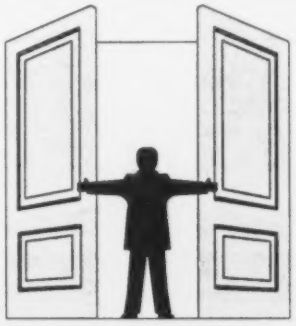
One of the most important things to remember is respecting the confidentiality of the individual with a disability. When an accommodation request is made, staff and volunteers need only know what the accommodation is, not the specifics of the individual's disability.

Does the program/organization include a statement regarding availability of disability accommodations available at all public events?

When developing promotional materials for campus activities, be sure to include the following statement:

> "Disability accommodations provided upon request. Please call *(name of contact person, phone number).*"

Note that the contact person should be someone within the sponsoring organization responsible for event planning and who has made initial inquiries with local disability resources to fulfill specific requests.



"This environment involves maximizing participation...through the design of accessible programs."

If an accommodation, such as sign language interpretation, large print and Braille programs, or physically accessible facilities will be provided at a public event as a matter of course, all publicity should note the specific accommodation available. Statements and symbols that signify the availability of an accommodation (e.g. this event will be sign language interpreted or a graphic of two hands representing interpreting) may be available from the campus public relations and/or disability services. However, the disability accommodation statement above should still be included, to give people with disabilities an opportunity to contact the program/organization regarding any additional needs.

Can policies and guidelines be adapted to individual disability-related needs?

Determining what is essential about a given program will assist in deciding what policies can be redefined. Some examples of adapted policies are: allowing people to borrow reserved material for taping or enlarging materials, or allowing part-time students with disabilities to participate in programs for full-time students.

Have communication channels been established between program/organization staff/volunteers and disability services professionals to facilitate consulting on disability-related issues?

The development of a positive working relationship with campus disability services is a priority for any program/ organization seeking to make access improvements. Most disability services have professional staff who can assist with problem solving and can often times provide solutions. It may be helpful to develop a list of personnel who deal with specific issues (e.g. interpreters, document conversion, and computer accommodations).

Attitudinal Environment

Does the program/organization monitor the attitudes of the program staff/volunteer(s) toward individuals with disabilities?

Staff and volunteers can benefit from disability awareness training as part of their orientation. Check with campus disability services and other on or off campus disability-related organizations for training resources. When addressing diversity issues within the program/ organization, disability is an appropriate agenda item. Also give staff/ volunteer(s) regular feedback about their interactions with disabled participants.

"Changes in the attitudinal environment typically take place through one-on-one interaction with people with disabilities."

Does the program/organization encourage positive attitudes of nondisabled people toward individuals with disabilities?

People with disabilities should be treated as active participants, not passive recipients of charity. Program planners should ensure that disabled participants have opportunities to actively engage in all planned activities.

Are people with disabilities included in the program/organization materials? Are they portrayed in a positive manner?

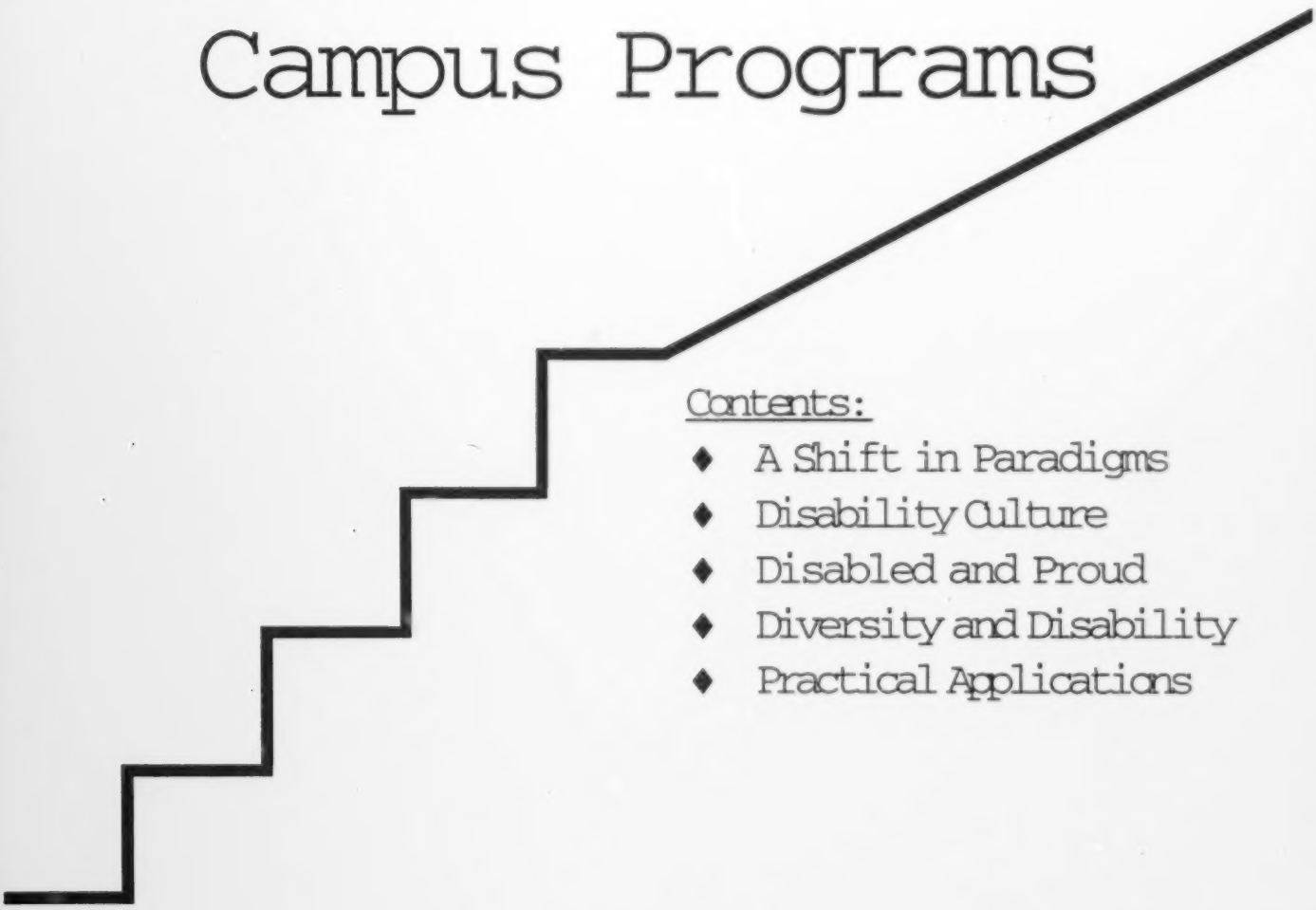
Including pictures in promotional materials of disabled students participating in student life provides a clear message to disabled and nondisabled students that people with disabilities are a welcome part of campus communities.

Does promotional material and correspondence use appropriate language when referring to people with disabilities?

The best guideline in choosing appropriate language around disability is to ask people what language they prefer. When writing about disability, it is common practice to alternate using "people first" language (e.g. students with disabilities, student with a learning disability, etc.) with "disabled first" language (disabled students, deaf students, blind students). When discussing disability as a medical condition, the former term may be more respectful, because it does not objectify the person with the disability. The "disability first" language is becoming more popular when discussing disability as a culture or in other socio-political terms. Disability should be used as an adjective and not as a noun (not "the disabled"). It is also respectful to keep references about an individual's disability away from negative clichés such as "afflicted with blindness," and to avoid euphemisms such as "wheelchair-bound" and "physically challenged."

Accessing Student Life:
Steps to Improve the Campus Climate
for Disabled Students

Part III:
Infusing Disability Perspectives Into Campus Programs



Contents:

- A Shift in Paradigms
- Disability Culture
- Disabled and Proud
- Diversity and Disability
- Practical Applications

Infusing Disability Perspectives Into Campus Programs

This section reviews the traditional way of framing disability (the Medical Model) and the current paradigm shift (to the Interactional Model). Also included are strategies on how to infuse disability perspectives into existing campus programs and events.

A Shift in Paradigms

Mainstream culture has historically viewed disability as a negative personal trait. Some societies' cultures have even gone so far as to exile or systematically annihilate their disabled citizens, or to sterilize them so as not to perpetuate a species which seemed "defective" (Shapiro, 1993). Although most cultures have adopted less-severe attitudes toward disability, there is still an overwhelming tendency to want to fix disabilities, rescue people from their disability, or exclude people who have disabilities. Access and integration seem to come as afterthoughts, sometimes with great reluctance. This view of disability, initiated by the medical community and perpetuated by western society, has become known as the "Medical Model."

The Medical Model has given rise to two other concepts that have been extremely detrimental to disability communities: ableism and internalized oppression. Ableism refers to the construction of societal values, beliefs, norms, and even infrastructure in such a way as to systematically exclude disabled people. For example, the entrances to most public buildings have stairs, advertisers constantly insist that physical perfection is essential for acceptance and love, and even welfare reform movements advocate all "able-bodied" individuals working for their benefits (as though disabled individuals are unable to work). Internalized oppression refers to the belief by people with disabilities that they are not acceptable the way they are, and that they must become as nondisabled as possible in order to be accepted by society and themselves.

Recently, disabled people have begun to confront ableism and internalized oppression by advancing a new model which defines the disabling condition as a neutral factor while stressing societal involvement in the construction of barriers and their subsequent removal (Gill, 1987, 1992; Hahn, 1985, 1988). This paradigm is called the "Interactional Model." (Table 1 provides a comparison of the two models of disability).

Table 1: Two Models of Disability: A Contrast

Medical Model	Interactional Model
Disability is a deficiency or abnormality.	Disability is a difference.
Being disabled is negative.	Being disabled, in itself, is neutral.
Disability resides in the individual.	Disability derives from the interaction between the individual and society.
The remedy for disability-related problems is cure or normalization of the individual.	The remedy for disability-related problems is a change in the interaction between the individual and society.
The agent of remedy is the professional.	The agent of remedy can be the individual, an advocate, or anyone who affects the arrangements between the individual and society.

Copyright by Carol J. Gill, Chicago Center of Disability Research, University of Illinois-Chicago.
Chicago Center of Disability Research. Used by permission of the author.

Upon review of the table, it is evident that the Medical Model stresses personal responsibility for having a disability while minimizing personal control. This is contradictory and almost punitive. With the medical model, disability itself is an inherently negative condition, and a "problem" of the individual, stressing the need for a cure. A remedy for the disability (a cure) is not for the individual to determine or originate, but is in the hands of friends, family, or professionals in the medical field, rehabilitation, the educational system, or other helping professions. Although the individual with a disability has a problem which needs to be cured, that individual is not involved with identifying the actual "problem" or determining the best "cure."

The Interactional Model, however, reverses the ownership of control and responsibility. With this model, a disability is a neutral characteristic of a person, like skin tones, hair color or height. Society and culture define what is or is not a significant characteristic or a disability. With the Interactional Model, access becomes a societal responsibility, and any "remedies" or "cures" are aimed at society, not the disability or the person with a disability. These efforts can originate with

family, friends or professionals, but the person with a disability can also originate change, as can anyone with or without a disability who confronts oppression and works to improve access. The Interactional Model minimizes the tendency toward ableism and internalized oppression, thus allowing for the establishment of disability community, pride and culture.

Disability Culture

The concept of disability as a culture is a new idea to many people, but one that has been a long time in coming. Throughout history, disability has been viewed in a variety of ways: as sinister (Peter Pan's Captain Hook or 007's Dr. No), sometimes as heroic (Christopher Reeve, Helen Keller), often as something to be fixed or pitied (Tiny Tim or Jerry Lewis' "kids"), and occasionally as just another facet of the individual (Itzak Perlman and Stephen Hawking). As with other minority cultures, disabled people have responded to these stereotypes and other barriers by developing strength, coping mechanisms, and pride in themselves and their history. As the notion of "being grateful and content for what is given" falls by the wayside, members of disability communities are beginning to demand what is rightfully theirs. They are finding sources of culture and pride while actively rejecting those attitudes, images, and practices that perpetuate outdated stereotypes.

"The support, humor, strength and stories of the community can become tools for empowering individuals in their day-to-day life."

Disability culture emerges when individuals realize there is a set of common experiences that comes with disability; that disabled people are not isolated "special cases," but actually share a kindred spirit with a larger community. Isolating and oppressing experiences can be seen as part of a systemic and societal issue, rather than as unique problems of an individual.

Culture can be defined as a set of beliefs, behaviors, habits, skills, and institutions that a group of people create together, but culture must also come from within, and it is a continually-evolving process. The defining drive and spirit of disability culture derive from the experiences of being disabled. The support, humor, strength and stories of the community can become tools for empowering individuals in their day-to-day life. The experiences of disability communities become a celebration of strength and solidarity, as stories and heroes continue to be sought and defined.

Disabled and Proud

As people with disabilities begin to realize there is dignity, strength, and beauty in disability, a sense of pride emerges: *disability pride*. No longer will they allow themselves to feel like or be treated as second-class citizens. It is at this point that events celebrating disability cultures or issues take on new popularity and importance; an evening of readings by a disabled poet becomes a sell-out

performance, or disabled citizens join together to bring suit against an inefficient paratransit system. Students may use events like these to bond together and form ties that continue throughout their academic careers. The enthusiasm generated at these gatherings strengthens and supports disability culture and pride.

From pride comes self-confidence and leadership. As disabled students move into leadership roles, the notion that disabled people are helpless and need to be cared for begins to crumble. Disabled students become leaders rather than recipients of charity. Bridges between the disabled and nondisabled community are strengthened. Alliances between disabled people and members of other cultural groups begin to form.

Diversity and Disability

As disability communities are recognized as a facet of campus diversity, opportunities will arise to build alliances with other multicultural initiatives. The development of strong respectful relationships with other cultural groups is essential, especially because students with disabilities represent a spectrum of ethnicities, gender, sexual preference, and religious traditions. Alliances across communities can strengthen and support individual and campus movements to eliminate oppression and intolerance in all forms. The following is a list of recommendations for building and maintaining multicultural connections on campus:

- Be responsible for becoming knowledgeable of other cultures. Even though other cultural groups may have a wealth of information to offer, they are not responsible for making sure you have that information.
- Support other multicultural initiatives by publicizing and attending their events. Get involved with activities of other groups and invite members of those groups to do the same.
- Co-sponsor events. This will help to impart the disability perspective to other cultures, and vice versa. This is also an excellent opportunity to affirm the idea that many students identify with multiple groups; disability is but one facet of their identity.
- Know the facts before speaking about other cultures. Inaccuracy spreads stereotypes and reflects on the credibility of the speaker.
- Jokes and misinformation aimed at any cultural group weaken the status of diversity as a whole. It is important not to perpetuate these injustices. Let others know that these behaviors are unacceptable and offer support to other groups when incidents occur.

Whether basing their identity on gender, religion, ethnicity, sexual preference or disability, students

can work together to fight oppression and celebrate diversity on campus and in the larger community. By working as individuals, as part of communities, and as allies across communities, societal change can become a reality.

Practical Applications

Infusing disability culture, community and pride into campus events may seem to be a daunting task: physical, informational, programmatic, and attitudinal access is often a first priority, and other considerations may only be secondary. As many other oppressed groups are discovering, however, access is improved when diversity, culture and pride is celebrated. Along with people of color, women, gays and lesbians, and other communities, students with disabilities are pushing campuses to move beyond civil rights issues and towards full inclusion and respect for what all cultures have to offer. True equality for all means celebration and respect of diversity, not only access to everyday activities.

Four Access Environments

(from the "Planning Accessible Student Life Activities" section of this guidebook)

Physical Access
Includes adaptations to the physical environment, including ramps, elevators, and signaling devices.

Informational Access
Accessible print materials, communication, and information technology.

Programmatic Access
Maximizes opportunities for people with disabilities to participate in programs.

Attitudinal Access
Access through changes in beliefs, perceptions, and attitudes about people with disabilities.

Disability culture can enhance efforts to improve the four access environments, while simultaneously building pride and community. For example, *physical* accessibility to museums, theatres, writing workshops, and libraries enables groups to commission works by disabled artists, have readings by disabled poets or add books about disability to established collections. *Informational* access in the forms of interpreters, accessible web sites, and alternative formats enables artists with disabilities to participate in a multitude of campus programming. Once the disability community has access, events celebrating disability history, artists, humor and literature becomes a simple next step. Ensuring that student life rules and policies grant *programmatic* access to students with

disabilities means that it is also easier for students and staff with disabilities to submit manuscripts for the student magazine, try out for a lead in campus theater productions, or perform with a university dance ensemble. Of the four access environments discussed in this guidebook, however, disability culture and community may have the most impact on *attitudinal* access. Celebrating disability culture and community can encourage and bring together people with disabilities, serve as a bridge between disabled and nondisabled campus members, and create alliances between various cultural groups. Infusing disability culture into programming may even create additional support for continuing additional access efforts and cultural activities.

Listed below are practical strategies for infusing disability culture, community and pride into student life activities and events. These suggestions were developed by *Engage* staff and are meant to serve as a starting point for campus organizations. Each campus' climate, students, resources and traditions will affect the implementation of these ideas and lead to the development of activities matching unique campus and community needs. Do not hesitate to work with disabled students and staff, as well as community organizations, to gain more insight and perspective into disability culture.

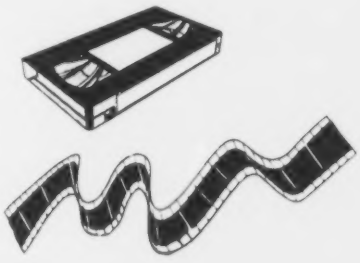
Writings and Literature from the Disability Community

There are many authors with disabilities who contribute to their field through poetry, novels, books, essays, and more. In addition to reading works by these artists (and discovering other writers with disabilities in your local community), there are some other strategies which may be helpful for encouraging disability culture as expressed through writings and literature.

- Support students with disabilities who want to write about their experiences.
- Learn how to write about disabilities and encourage others to do the same; support others in their efforts to write about disability culture and community in accurate and unbiased ways. Confront campus publications that discuss disabilities in a patronizing or disrespectful way.

- Start a library or collection of writings by and about people with disabilities.
- Subscribe to a magazine about disability.
- Start a column, newsletter, or web site about disability on campus.
- Host a public reading of works by writers with disabilities.

Disability Culture and Multi Media



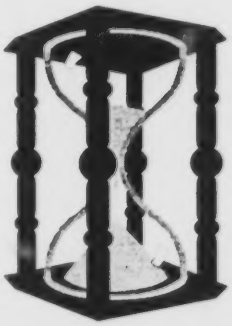
Films can be a powerful resource for campuses, and many organizations incorporate media into their activities, by sponsoring film festivals, videotaping events, hosting discussions about current television shows, etc. The use of videotapes and movies are growing in the disability community as well, especially as a way to document events in the disability movement, to record poetry and stories in American Sign Language, and to respond to misrepresentations of people with disabilities in mass media. Some strategies for infusing disability culture through this medium are listed below.

- Be sure campus media centers have films about disability. Encourage them to buy films that are captioned and portray aspects of disability culture.
- Videotape disability-related events in the community and on campus.
- Have a movie festival featuring films about disabilities. Try to include movies which reinforce disability community and pride.
- Encourage departments, organizations, and student groups to buy televisions with internal closed captioning decoder chips.
- Learn about disability in the mass media. Support television programs and stations that report about disability culture and community. Confront local media when they report about disability in inaccurate or disrespectful ways.
- Invite local members of the media to disability-related programming and events on campus.

Disability History

The disability community has a rich and complex history. Nearly every era has records of disabled people and their lives, yet often their perspective on disability or their experience of having disabilities are omitted or used to further the Medical Model (e.g. the press did not take pictures of Franklin Delano Roosevelt using his wheelchair, nor did they report that the White House lacked wheelchair accessibility). Researching and learning about disability history not only shows how many heroes and leaders had disabilities, but also shows how the history of people with disabilities is often intertwined with those of other oppressed groups (e.g. during the Holocaust, many of the

extermination methods used by Nazis on Jews, gays, lesbians and others were first practiced on people with disabilities). Learning about disability history can give perspective about the world today, and help society see the possibilities for the future. Listed below are strategies for learning about the history of the disability community and for infusing its lessons into programming.



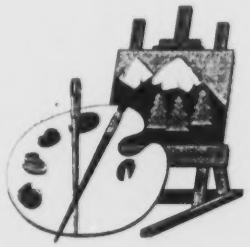
- Find ways to celebrate the visible and invisible heroes of the disabled community.
- Read magazines, newspapers and books about disability. Learn about important issues, events and people in disability culture.
- Confront bias in how history is reported. Support campus newspapers, periodicals, etc. in their efforts to report about disability on campus. Suggest ways to improve their understanding of disability from a cultural perspective.
- Read more about personal heroes. Many may have disabilities and learning more will enhance your understanding and respect for their accomplishments.
- Celebrate historic moments in disability history, including the Deaf President Now movement at Gallaudet University, the signing of the Americans with Disabilities Act, and any significant moments for your state or campus.
- Encourage students with disabilities to become leaders and be political. They are creating the next chapter of disability history.
- Make an effort to understand the histories within the history of the disability community. Learn about the subcultures and communities within the larger culture (e.g. Deaf culture, disabled people of color).
- When commemorating other historical events or heroes on campus (e.g. Martin Luther King, Jr.), think about how that event or person impacted the disability community and then celebrate that as well.

Disability Humor

Humor is an important part of the disability community for many reasons: the ability to laugh at the unique experiences of having a disability, seeing the foibles and ironies of having a disability in a society which oppresses the experience itself, and bonding with other members of the disability community through shared stories and experiences. As with humor about any oppressed group, jokes and laughter can be used to hurt and isolate others, or it can be used to encourage and build community. Begin to support disability humor on campus through the ideas listed below.

- Invite disabled comedians to perform on campus. Specifically ask them to use humor in a way that supports disability culture and community.
- Include humorous books about disability in any collection of materials or books about disability.
- Encourage disability humor by being an ally for the disability community; confront those who use humor in a depreciating or oppressive way.
- When doing training about disability or educating others, don't be afraid to include humor.
- Laughter can be a defense mechanism. Make an effort to understand the serious side of humor and jokes about disability.

Disability Arts and Music



In addition to making museums, auditoriums and theatres accessible, there are additional strategies below for incorporating disability arts into campuses. Most communities and campuses already have artists with disabilities (check with local organizations, including VSA (formerly called Very Special Arts, for names and additional resources). Whether artists with disabilities are incorporated into other campus activities (e.g. homecoming) or are part of an event focused on disability (e.g. disability awareness week), they can build bridges between disabled and nondisabled communities, educating while also entertaining.

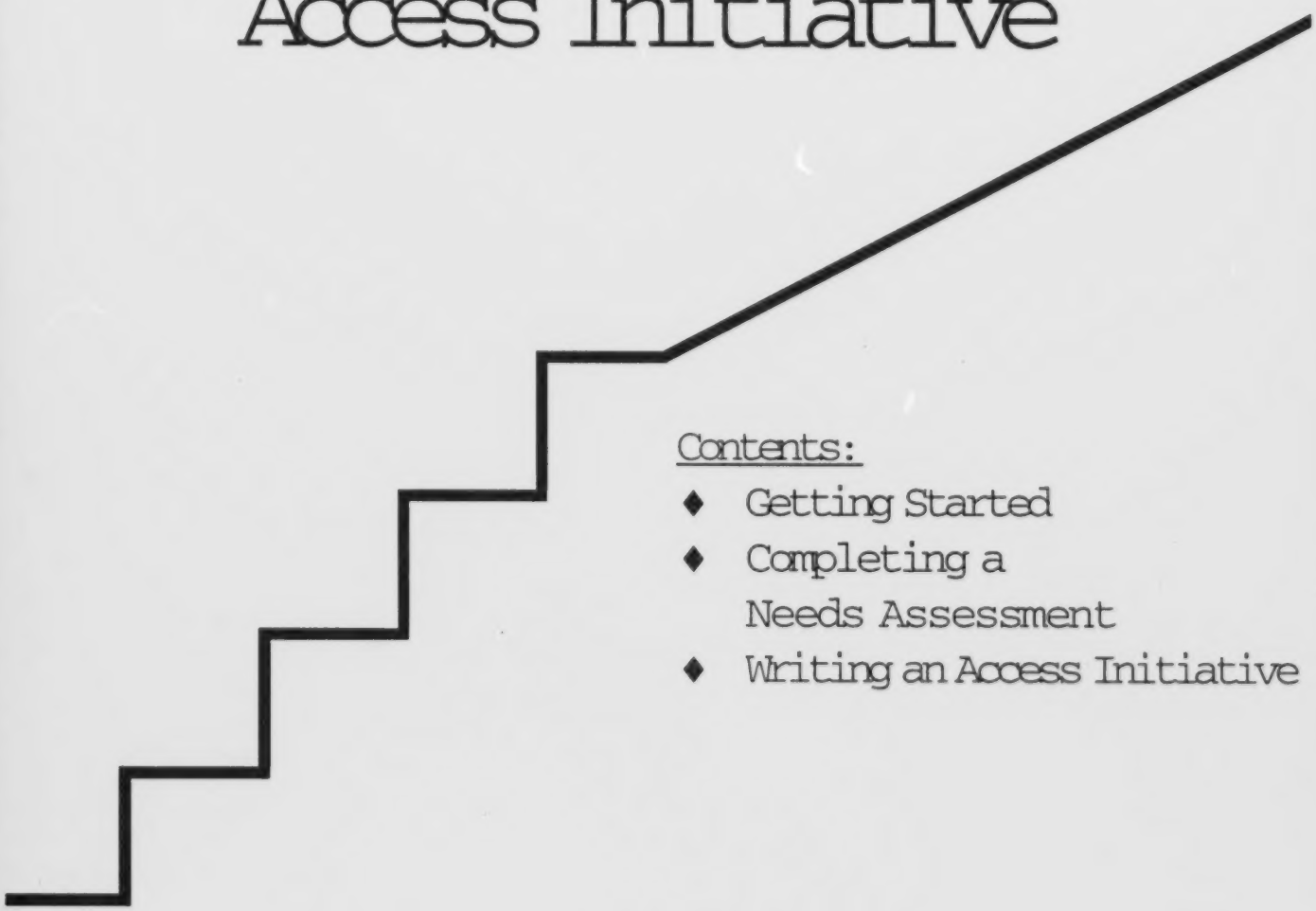
- Examine art with disabilities and use the lyrics, paintings, plays, etc. for presentations or training activities.
- Encourage students with disabilities to express themselves through the arts.
- Welcome the disability community to performances by advertising to disabled student groups on campus and to disability organizations in the community.
- Commission works by artists with disabilities, and then display or perform the art with pride.
- Make art itself accessible. Offer museum tours where blind and visually impaired people can touch sculptures and other art which may normally be inaccessible.
- Learn about the art and architecture on campus. Find out if artists with disabilities are represented and then educate others about what you learned.

Additional Resources

Disability culture is not expressed only through writings, the media, history, humor and the arts. It is also expressed through shared values, heroes, stories, academic research, and more. With the strategies from this guidebook, campuses can begin to incorporate disability culture into campus programming. There is much more information and many more ideas available through the organizations and references listed in the resource section of this guidebook. Student life staff, academic departments, disability services offices and campus archives may also valuable sources of information about disability community and culture on an individual, local and national level. Community organizations often have newsletters advertising local events, and may also have speakers available for trainings or presentations about disability. Connecting with multicultural and diversity offices on campus may provide additional programming resources and ideas, as well as opportunities for co-sponsoring events and networking with others.

Disability history, the arts, community and culture are constantly evolving. As campuses strive to become more accessible, fostering disability culture can be a powerful way to educate others, to gain support for more accessible programs, and to build a disability community.

Part IV: Developing an Access Initiative



Contents:

- Getting Started
- Completing a Needs Assessment
- Writing an Access Initiative

DEVELOPING AN ACCESS INITIATIVE

Although *Accessing Student Life* provides general information and strategies on how to improve the campus climate for disabled students, actual applications of the information and strategies will need to be adapted to the particular circumstances of each program or organization committed to creating campus change. This section provides a structure to facilitate development of an Access Initiative, a concrete plan for putting newly acquired knowledge into action. A thoughtfully developed Access Initiative assists in clarifying goals and objectives, identifying relevant resources, assigning individual responsibilities and setting forth a checkpoint to measure progress.

An Access Initiative is designed to be flexible, allowing for unexpected challenges and outcomes. Setting aside time to create an Access Initiative will enhance the likelihood of achieving long-term change. However, planning for change and actually implementing a plan can sometimes be two entirely different experiences. Some of the objectives in an Access Initiative may turn out to be unnecessary, or additional goals may be needed. Access Initiatives can be revised at any point to address the reality of each situation. As an Access Initiative is implemented, individuals can meet the challenges and opportunities of increasing access for disabled students.

Getting Started

Begin with what is most familiar: a student organization, a governing committee, or a campus activities office. It is important to first assess the existing strengths and opportunities for improvement of the identified program or organization. Also consider the players. Is the leadership invested in including disability perspectives? Is access a priority for the overall organization's membership? Is there a team of committed individuals to assist with removing barriers? Are there disabled students who would be willing to be involved in the effort? Answers to these questions will help shape the approach to be taken.

Completing a Needs Assessment

Using the following guidelines and the **Worksheet #1: Needs Assessment Worksheet** (found in the handouts section), please describe the environment and demographics of the program and/or organization selected for this project. This description will assist in understanding the setting in which this Access Initiative takes place. Additionally, this information will be beneficial in describing the program and/or organization to other external sources, such as administration, potential funding sources and the media.

WORKSHEET #1:
NEEDS ASSESSMENT

Name of Program/Organization: _____

Date Completed: _____

DIRECTIONS: Using the following guidelines, please describe the environment and demographics of the program and/or organization selected for this project. This description will assist in understanding the setting in which this access initiative takes place. Additionally, this information will be beneficial in describing the program and/or organization to other external sources, such as administration, potential funding sources and the media.

A. Environmental Attributes & Demographic Information

- *Physical Environment*: Geographic location, proximity to urban centers, nature of community in which campus is located and any significant impact this has on the program and/or organization.

  _____
  _____
  _____
  _____

- *Programs/Organizations Access*: Characteristics that affect getting in, out, to and around necessary buildings and grounds.

  _____
  _____
  _____
  _____

- *Target Audience or Membership*: Demographics of the participants (ethnicity, gender, age, number of people with disabilities, types of disabilities).

  _____
  _____
  _____
  _____

- *Advisers and Employees*: Demographics of the faculty, staff (academic/nonacademic) and administrators formally affiliated with the identified program and/or organization.

_____
_____
_____
_____

- *Existing Institutional Research*: List relevant studies or assessments which have been conducted on campus. For example, analyses of retention or academic issues for various student population groups, diversity issues, and student involvement. Review and list those studies/reports which are relevant to the Access Initiative. Is there a need for more disability-related information to be gathered in such studies?

_____
_____
_____

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage. Disability Services. University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

A. Environmental Attributes & Demographic Information

- *Physical Environment:*
  Geographic location, proximity to urban centers, nature of community in which campus is located and any significant impact this has on the program and/or organization.

- *Programs/Organizations Access:*
  Characteristics that affect getting in, out, to, and around necessary buildings and grounds.

- *Target Audience or Membership:*
  Demographics of the participants (ethnicity, gender, age, number of people with disabilities, types of disabilities).

- *Advisers and Employees:*
  Demographics of the faculty, staff (academic/nonacademic) and administrators formally affiliated with the identified program and/or organization.

- *Existing Institutional Research:*
  List relevant studies or assessments which have been conducted on campus (for example, analyses of retention or academic issues for various student population groups, diversity issues, and student involvement). Review and list those studies/reports which are relevant to the Access Initiative. Is more disability-related information needed?

B. Key Leaders and Material Resources

- *Key Components:*
  List the components within the program and/or organization. Complete **Worksheet #2: Key Leaders and Resources Chart** (found in the handouts section). The following list gives examples of components that may be included on the chart:

  Executive Committee/Administration
  Planning Committee/Programming Initiatives
  Public Relations Committee/Marketing Program
  Membership Committee/Outreach Program
  Finance Committee/Accounting Department
  Diversity Committee/Multicultural Program

Worksheet #2:
Key Leaders And Resources Chart

Directions: Complete this chart with key components, key leaders, regular meetings and any training initiatives within targeted programs/organizations.

Name of Program/Organization: _____

Date: _____

Key Components	Key Leaders (Name and Contact Information)	Regular Meetings (Date, Time and Location)	Training Initiatives
Example: Student Union, Diversity Issues Committee	*Li Yang, Chair, Diversity Issues Committee, 555-7894*	*First Monday of each month (2:00 - 3:00) in Student Center Conference Room 04*	*Models of disability training (info. about disability culture)*

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage. Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

- *Key Leaders*:
  Next, identify who are key individuals (e.g. leaders, decision makers, advisers) in charge of these components. Add their names and contact information to the **Key Leaders and Resources Chart**.

- *Regular Meetings*:
  Determine what some of the regularly scheduled meetings for these components are. List them in the regular meetings column on the **Key Leaders and Resources Chart**.

- *Training Initiatives*:
  What, if any, training initiatives exist within the program and or/organization (e.g. staff/membership orientation and diversity training)? Is it possible to work within these existing structures to get disability pride and access on training agendas?

> *"A thoughtfully developed Access Initiative assists in clarifying goals and objectives, identifying relevant resources, assigning individual responsibilities and setting forth a checkpoint to measure progress."*

- *Promotional Materials*:
  From the program and/or organization components identified, gather a sampling of promotional materials, flyers and advertisements, and determine whether disability awareness is reflected in them. For example, is there any mention of disability accommodations, are documents available in alternate formats, and do document images represent disabled people?

- *Other Sources of Influence*:
  Programs and organizations either have or are surrounded by influential people and groups who are "in the know" about policies and politics. Those individuals, along with formal or informal groups, are often important to know about and work with in trying to achieve change. They may act as information sources or as key forces (or barriers) in accomplishing a goal. Identifying key informants, which may include administrators and faculty, will greatly assist in achieving desired outcomes. Keep in mind that while collecting this valuable information, opportunities to form alliances will present themselves. Please complete **Worksheet #3: Sources of Influence** (found in the handouts section).

WORKSHEET #3:
SOURCES OF INFLUENCE

Directions: Complete this chart with key components, key leaders, regular meetings and any training initiatives within targeted programs/organizations.

Name of Program/Organization: _____

Date Completed: _____

Name of Person or Group	Person's Position or Group's Purpose	Contact Information (address, phone number, etc.)
Joan Hawkins, Student Senate Committee on Disability Issues	*Student Chair, Student Senate Committee on Disability Issues*	*555-8963, P.O. Box 562, email: jhawkins@uti.edu*

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

- *Material Resources*:
  Every campus and community has different kinds of resources that can be brought to bear on projects such as the Access Initiative. Please identify, on **Worksheet #4: Material Resources** (found in the handouts section), potential material resources and how to access them. Examples of these resources might include: small grants for educational events; office space in which to work and meet; free or reduced-cost photocopying or computer access; or free/reduced-cost mailing or publicity of any kind.

C. Disability Resources and Key Contacts

- *Disability Resources*:
  Using **Worksheet #5: Disability Resources Chart** (found in the handouts section), determine if any of the following are available. Please brainstorm any additional resources that may be useful.

  - Sign language interpreters
  - Assistive listening devices
  - TTY relay network
  - Alternate print format (e.g. Braille, large print, tape, electronic)
  - Accessible transportation (e.g. lift-equipped vans/buses)
  - Adaptive computing technology
  - Disability-related training materials
  - Disability studies department

- *Key Contacts*:
  List key contacts (e.g. department heads, decision makers, advisers) involved in accessing these resources. Add their names and contact information to the **Disability Resources Chart**.

- *Other Disability-Related Supports*:
  Create a list, on the **Worksheet #6: Disability-Related Supports Chart** (found in the handouts section), of any other sources of information or support for people with disabilities, including names of contacts, positions, and contact information. This may include a disabled student organization or disabled faculty or staff.

WORKSHEET #4:

MATERIALS RESOURCES WORKSHEET

Material Resources	Sources	Follow-up Plan (Who, When, How)
Example: Free or reduced-cost photo copying	*1: Student Goverment Office*	*Dana will check with student government office before next meeting.*
	2. Disability Services office (if we co-sponsor an event with them?)	*Disability Awareness Week planning meeting: Bonnie will ask DS about copying*
	3: CopyCorner: company will co-sponsor events and offer reduced price?	*Michael will call our advisor and ask if this has ever been done with other student groups.*
1:	*1:*	
	2:	
	3:	
1:	*1:*	
	2:	
	3:	

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

Worksheet #5:

Disability Resources Chart

Disability Resources	Key Contact (Name, Position, Phone, Address)
Example: Information about disability parking (maps of accessible parking spaces)	*Harold Larson-Wheelock, Parking Services Coordinator, 555-8001, Room 405 Humphries Building*

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

Worksheet #6:

Disability-Related Supports

Disability-Related Supports	Contacts (Name, Organization, Phone, Address)
Example: Closed-captioning decoder	*1: Bridget Starrs, Regional Service Center for Deaf and Hard of Hearing, 555-1230 (Voice/ TTY), 222 General Court (Suite 1040)*
	2: Interpreter's office, Office for Students with Disabilities, 555-8094 (Voice only) / 555-8095 (TTY only), 031 Hastings Hall
	3. Media Center, 555-8468, 225 Marshall Library
1:	*1:*
	2:
	3:
1:	*1:*
	2:
	3:

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage. Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

Writing an Access Initiative

When working to achieve campus change, it is beneficial to formalize desired goals and objectives. This section will allow clear communication of ideas to decision makers, will define roles and responsibilities of stakeholders, and will provide a way to measure progress. Most of the information needed for composing the Access Initiative is contained in the materials already gathered for the Needs Assessment. Review the completed worksheets and charts, identifying areas for improvement and resources that will assist in making needed changes. Then formalize ideas into goals and objectives. A goal is the outcome desired and objectives are the steps which need to be taken to realize the goal. Use **Worksheet #7: Access Initiative Worksheet** (found in the handouts section) to write out specific plans for change.

- State the names of each person participating in the Access Initiative.
- State and describe the goals of the Access Initiative.
- List objectives for achieving each goal.
- State who will be responsible for completing each objective.
- State when each objective will be accomplished.
- Describe briefly what resources will be employed to help achieve each goal.
- Describe what kinds of support or information will be needed to achieve each goal (be as specific as possible).

Steps for Developing an Access Initiative

Worksheet #1: Needs Assessment Worksheet
Identify campus and organizational needs

Worksheet #2: Key Leaders and Resources
Identify campus resources

Worksheet #3: Sources of Influence
Begin networking with key people on campus

Worksheet #4: Material Resources
Find materials to support goals

Worksheet #5: Disability Resources Chart
Locate information about disabilities

Worksheet #6: Disability-Related Supports
Network with disability experts and organizations

Worksheet #7: Access Initiative Worksheet
Create an access initiative with goals and a timeline

Worksheet #7:
Access Initiative

Directions: Completion of this worksheet will facilitate the clear communication of ideas to decision makers, define roles and responsibilities of stakeholders, and provide a way to measure progress. Most of the information needed for composing the Access Initiative is contained in the materials already gathered for the Needs Assessment. Review the completed worksheets and charts, identifying areas for improvement and resources that will assist in making needed changes. Then formalize ideas into goals and objectives. A goal is the outcome desired and objectives are the steps which need to be taken to realize the goal.

Names of each person participating in the Access Initiative: _____

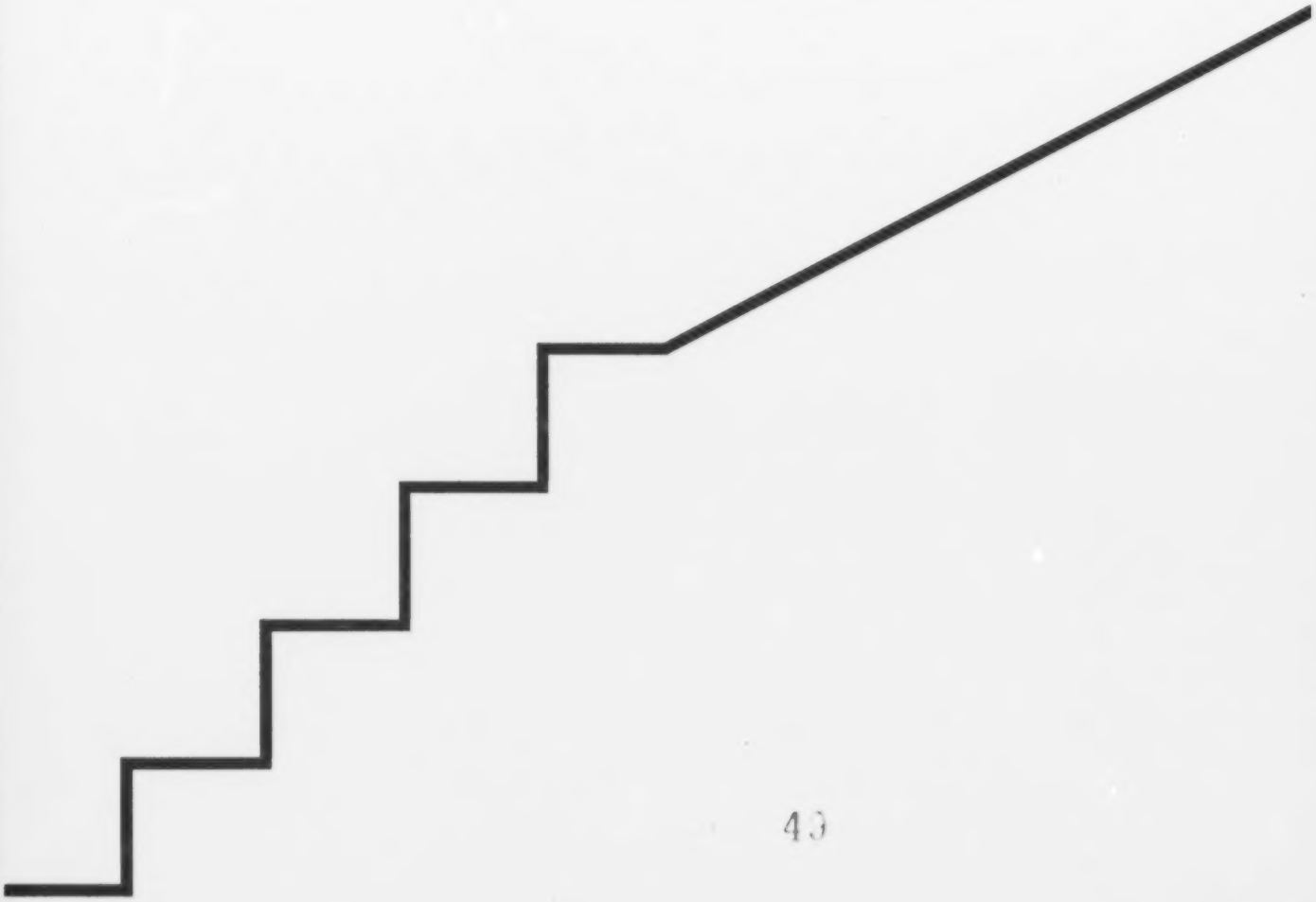
Goal #1: _____

_____

_____

Objectives	Person Responsible	Target Date	Resources To Be Used

Part V:
References



REFERENCES

Gill, C.J. (1987). A new social perspective on disability and its implications for rehabilitation. In F.S. Cromwell (Ed.), Sociological implications in treatment planning in occupational therapy (pp. 49-55). New York: Haworth Press.

Gill, C.J. (May, 1992). Valuing life with a disability: New models for modern medicine. Paper presented at Americans with Disabilities: Introduction to an Emerging People, University of Minnesota, Minneapolis, MN.

Hahn, H. (1985). Toward a politics of disability: Definitions, disciplines, and policies. The Social Science Journal, 22, 87-105.

Hahn, H. (1988). The politics of physical differences: Disability and discrimination. Journal of Social Issues, 44, 39-47.

Henderson, C. (1995). College freshmen with disabilities: A triennial statistical profile. Washington, DC: American Council on Education, HEATH Resource Center.

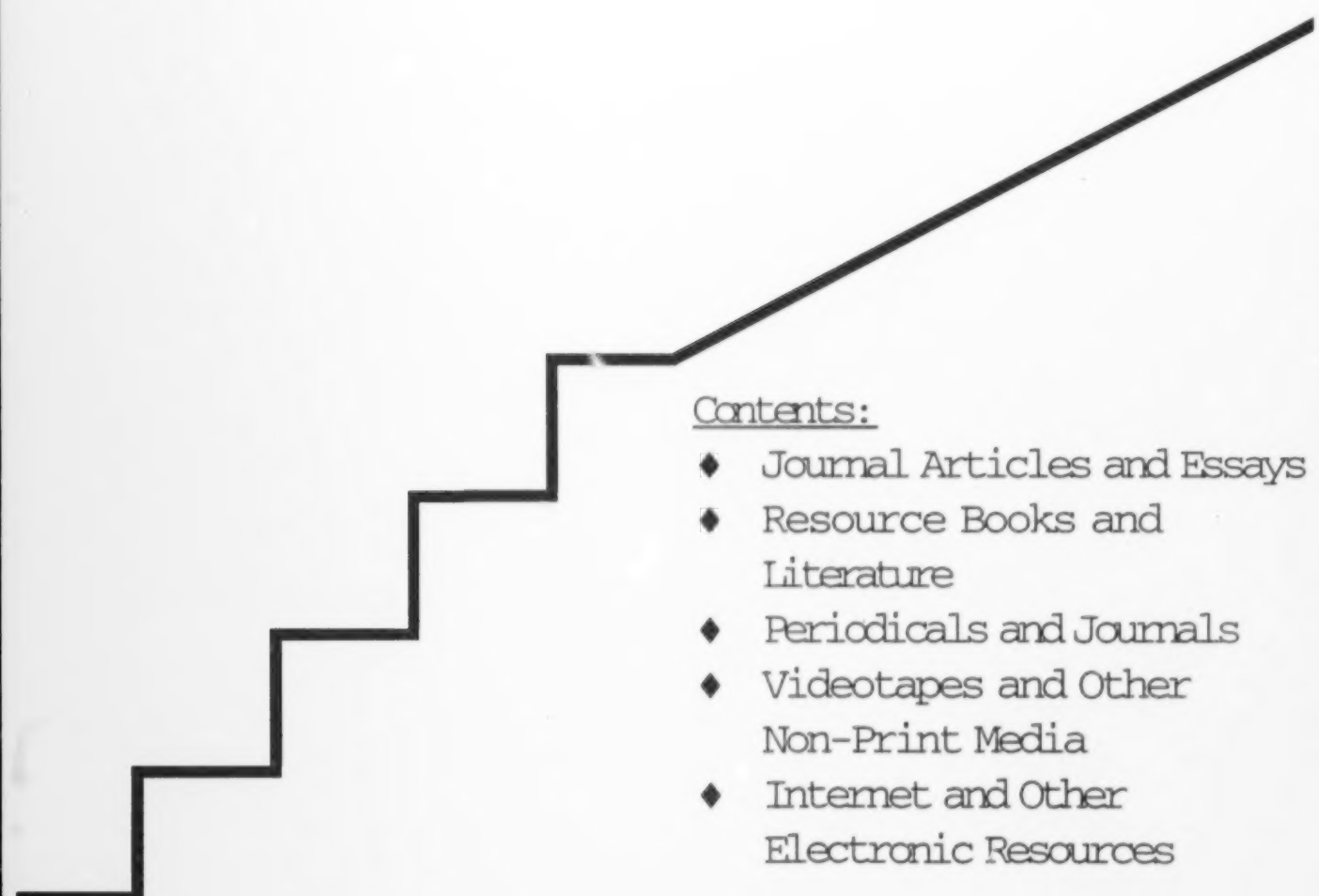
Magolda, M. (1992). Cocurricular influences of college students' intellectual development. Journal of College Student Development, 33, 203-213.

Mona, L. (1996). Personal communication with Gene Chelberg. University of Minnesota, Minneapolis, MN.

Ryan, D. (1995). Personal communication with Gene Chelberg. University of Minnesota, Minneapolis, MN.

Shapiro, J. (1993). No pity: People with disabilities forging a new civil rights movement. New York: Times Books.

Part VI:
Additional Resources



Contents:

- Journal Articles and Essays
- Resource Books and Literature
- Periodicals and Journals
- Videotapes and Other Non-Print Media
- Internet and Other Electronic Resources

ADDITIONAL RESOURCES

This bibliography has been developed to serve as an additional resource for students and professionals who are using Accessing Student Life: Steps to Improve the Campus Climate. The bibliography is limited, but contains resources which may serve as an introduction to disability community and culture, as well as disability services in higher education. The list is organized to include articles, books, films, and sources on the internet that may be used to support initiatives to improve access to student life. Articles, books and periodicals were chosen for their focus on cross-disability issues and culture. Please note that inclusion or exclusion of any resource does not imply an endorsement (or lack thereof). Engage staff welcomes comments and feedback about this resource list.

Journal Articles and Essays

Bolte, B. (1993, March/April). Where's our Malcolm X? Disability Rag, pp. 21-24.
Bolte discusses the need for a disability rights leader like Malcolm X to organize protest around conditions that oppress disabled people. He outlines obstacles that would face such a leader, if s/he emerged. Bolte suggests organizing disabled people into a larger movement in order to advance the disability rights movement.

Gill, C. J. (1994, March/April). Continuum retort—Part II. Disability Rag, pp. 3-7.
Carol Gill counters the notion that "everyone has a disability." She discusses the meaning of human differences and the constant pressure to "blend in" with the rest of society. In the process, people from various minorities (including disability) are expected to ignore their differences in favor of homogeneity. The notion that "everyone has a disability" is viewed as one mechanism for achieving this homogeneity, at the cost of not honoring the experiences of people with disabilities.

Hahn, H. (1991). Theories and values: Ethics and contrasting perspectives on disability. In R. P. Marinelli & A.E. Dell Orto (Eds.), The psychological and social impact of disability (3rd ed., pp. 18-22). New York: Springer.
Contrasts the theories and values of health and rehabilitation professions with the perspectives of people who have disabilities. Discusses the differences between a "functional-limitations model" and a "minority-group" model, showing why people with disabilities prefer the minority-group model. Outlines why postsecondary education has a moral responsibility to investigate alternative models of disability when training professionals to work with disabled people.

Hershey, L. (1991, July/August). Pride. Disability Rag, pp. 1-5.
Laura Hershey discusses the challenge of finding and keeping pride as people with disabilities. Disabled people seek equal treatment in society, but often find themselves receiving accommodations while being segregated. This can chip away at new found pride or prevent it from being realized in the first place. Hershey argues that talking about pride is important to the development of an effective disability rights movement.

Lloyd, M. (1992). Does she boil eggs? Toward a feminist model of disability. Disability, Handicap, and Society, 7, 207-221.
The author argues that disabled women are marginalized and disempowered by both the feminist movement (which is oriented towards nondisabled women) and by the disability movement (which is oriented towards men). By examining the history of black feminism, the author proposes a feminist model which is inclusive of disabled women by recognizing their simultaneous experiences of being disabled and being women.

National Association of Protection and Advocacy Systems (NAPAS). (1997). Special edition on multiculturalism. Protection and Advocacy (P&A) Systems News, 2.
A newsletter and literature review on multicultural outreach efforts to people with disabilities from various ethnicities. Includes detailed information about access (and lack of access) for specific communities (e.g., Arab-American, African-American) to mental health information and resources. Much of the cultural information is applicable across disability groups.

O'Toole, C.J. & Bregante, J.L. (1992). Lesbians with disabilities. Sexuality and Disability, 10, 163-172.
This article explores the difficulty in being a healthy lesbian with a disability. It discusses how any disability can become a focal point for professionals, "eclipsing" other aspects of identity (including sexual preference, ethnicity and gender). The authors offer proactive suggestions for becoming more aware of disabled lesbians, language and stereotypes in order to improve access to medical care and better health.

For more articles and essays, also refer to the "Journals and Periodicals" section of this resource list.

Phillips, M. (1990). Damaged goods: Oral narratives of the experience of disability in American culture. Social Science Medicine, 30, 849-855.
In completing a project on oral narratives, Phillips interviewed 33 people with visible physical disabilities. In the article, she discusses how American medical and rehabilitative models of disability negatively affect the self images of people with disabilities, contributing to a "disabled-as-damaged-goods" culture. Phillips also discusses how a social/minority model of disability can positively transform how disabled people view themselves.

Robertson, B. A. (1994). Disability culture, community, and pride. Unpublished manuscript, University of Minnesota, Minneapolis.
This review of literature contrasts the medical and socio-political perspectives. Disabled people as an oppressed group is also discussed in the article, which concludes by discussing mobilization of the disability community via the internet and implementation of social policy.

Resource Books and Literature

Barr, V.M. (Ed.). (1993). HEATH resource directory. Washington, DC: HEATH Resource Center.
A biannual collection of resources for professionals in the field of disability and postsecondary education. Includes information about advocacy, access, awareness, disability-specific organizations and technology. This publication is available free-of-charge from HEATH.

Browne, S.E., Connors, D. & Stern, N. (Eds.). (1985). With the power of each breath: A disabled women's anthology. Pittsburgh, PA: Cleis Press.
This anthology of poetry, essays and fictional writings explore what it means to be a woman who has a disability. Includes work from a variety of authors representing a broad spectrum of women with disabilities. The book is divided into themes which include understanding personal identity, struggling with oppression, and connecting with others.

Callahan, J. (1990). Don't worry, he won't get far on foot. New York: Vintage Books.
This book by John Callahan recounts his experience with alcoholism, and with paralysis following a car accident (the driver of the vehicle was drunk, as was Callahan). The book is laced with his cartoons and self-described "twisted" sense of humor. The cartoons often make fun of society's views about disability, as well as the disability community's own foibles.

Cohen, L.H. (1994). Train go sorry: Inside a deaf world. New York, NY: Houghton Mifflin Company.
Leah Hager Cohen writes about her unique experience of growing up as a hearing person living inside New York's Lexington School for the Deaf (her father was the hearing superintendent and her grandfather was a former deaf student there). The book follows her gradual realization that she herself is both a member of the deaf community and yet somehow outside of it, even though she is fluent in American Sign Language. Explains intimate details of Deaf culture, experiences of various ethnic and religious groups within the deaf community, and the struggle of deaf people as a group for better education, communication and understanding.

Copeland, M.E. (Ed.). (1994). The depression workbook (2nd ed.). Oakland, CA: New Harbinger.
This book by Mary Ellen Copeland (a counselor who also has depression), offers self-help and self-advocacy strategies for people with depression. The author advocates a proactive and non-medical approach to living with chronic depression and offers strategies for dealing with health care and mental health professions, relaxation and stress reduction techniques, and tips for creating a plan to better health.

Fine, M., & Asch, A. (Eds.). (1988). Women with disabilities: Essays in psychology, culture, and politics. Philadelphia: Temple University Press.
The contributors to this book discuss many aspects of the experiences of disabled women, including media images, disabled women in relationships of various kinds, and political/policy issues that affect women with disabilities. Contributors to this book represent a wide range of academic and applied fields: social psychology, women's studies, anthropology, social work and general advocacy.

Finger, A. (1990). Past due: A story of disability, pregnancy, and birth. Seattle, WA: Seal Press.
In this book, Anne Finger explores issues raised by the intersection of disability and reproductive rights, and recounts her own experiences coming to grips with post-polio syndrome and disability identity, abortion, and giving birth to a child who may have a disability.

Fries, K. (1997). Staring back: The disability experience from the inside out. New York, NY: Plume.
This collection of writings and poetry contains work by many of the most prolific authors in the disability rights movement, representing a cross-section of disability, gender, religious beliefs, ethnicity and sexual preference. All of the writers have disabilities themselves and the book is edited by Kenny Fries, who is also a disabled author and poet. This book can be used as an introduction to literature of disability culture and to personal narratives of the disability experience.

Groce, N. (1985). Everyone here spoke sign language: Hereditary deafness on Martha's Vineyard. Cambridge, MA: Harvard University Press.
Nora Groce describes life on Martha's Vineyard between 1750 and the mid 1900's, during which there was a high incidence of hereditary deafness on the island. Because of the many deaf people who lived on Martha's Vineyard, everyone, including hearing people, learned to communicate using sign language. The frequency of deafness, combined with the lack of communication barriers, led to deafness being considered quite ordinary among the islanders. Groce discusses this phenomenon as an example of the socially constructed nature of disability.

Hershey, L. (1991). You get proud by practicing: Poems by Laura Hershey. Portland, OR: Laura Hershey.
This book contains many poems by Laura Hershey, an activist, poet, writer, lesbian and woman with disabilities. In these poems, she particularly explores what it means to have pride as a person with a disability, whether that pride leads to internal personal change or external political action.

Hevey, D. (1992). The creatures time forgot: Photography and disability imagery. New York, NY: Routledge.
This book is a photo essay about the ADAPT movement, which has used sit-ins, marches and other forms of civil disobedience to fight for accessible public transportation and better attendant care for disabled people. ADAPT was also influential in the passage of the 1973 Rehabilitation Act and the Americans with Disabilities Act. This book has photos of many ADAPT members and various political actions.

Hockenberry, J. (1995). Moving violations: War zones, wheelchairs, and declarations of independence. New York, NY: Hyperion.

These memoirs by John Hockenberry share his experience of acquiring a disability and subsequent exploration of what it means to be a person with a disability. Many of the stories about disability and culture draw upon his domestic and international experiences as a reporter for National Public Radio and his career as a television journalist. Personal stories are woven into the narrative as well, as Hockenberry explores his family's, friends', and acquaintances' concepts of disability in order to understand his own.

Many of these resources may serve as an introduction to disability culture and pride - in higher education and the larger community. See the "Infusing Disability" section of this guidebook for a variety of ideas about using disability literature on campus.

Kroeger, S. & Schuck, J. (Eds.). (1993). Responding to disability issues in student affairs. New Directions for Student Service, No. 64. San Francisco, CA: Jossey-Bass.

This book is a compilation of articles and essays about students with disabilities and disability services in higher education. Includes information about students of color, trends in higher education, preparing students for employment, and more. Essays address how colleges can begin to focus on student development issues for students with disabilities, in addition to providing access and accommodations under the Americans with Disabilities Act.

Morris, J. (1991). Pride against prejudice: Transforming attitudes to disability. Philadelphia: New Society Publishers.

This book is intended to be an introduction to the socio-political view of disability. Morris (a disabled writer) discusses common assumptions about life with a disability and its quality, and counters them with arguments from the socio-political view. She describes various forms of oppression of disabled people, from the everyday indignities of fielding "help" from nondisabled people to efforts to "eliminate" people with disabilities in Nazi Germany and in the present day.

Padden, C. & Humphries, T. (1988). Deaf in America: Voices from a culture. Cambridge, MA: Harvard University Press.

A collection of stories and information about Deaf culture from two scholars and Deaf community members. Includes personal narratives about what it means to be deaf, the formation of identity as a culturally (capitalized "D") Deaf person, and the importance of American Sign Language and freedom of expression. Also investigates what it means to have a cultural identity and how Deaf people define "culture."

Pelka, F. (Ed.). (1997). The ABC-CLIO companion to the disability rights movement. Santa Barbara, CA: ABC-CLIO, Inc..
This resource book presents information about various aspects of the disability rights movement, arranged in an alphabetical and encyclopedic fashion. It includes information about a multitude of people, places and events that have contributed to the disability rights and disability culture movement. The material includes basic information about many disabilities and accommodations as well as more political and historical details.

PROJIMO Members & Levine, S.C. (1996). Volver a vivir/Return to life. Berkeley, CA: Chardon Press.
With a combination of photographs and text, this book shows disabled people from Central America and PROJIMO, a workshop where people with mobility disabilities build wheelchairs for themselves and any other disabled people who need them. Using materials commonly found in their community (e.g., bicycle tires, boards, metal scrap) the workshop members construct a variety of adaptive mobility aids to match each members' individual needs. In both Spanish and English, the PROJIMO members tell about the difference in their quality of life and concept of "normal" living since they have been able to work and also acquire the auxiliary aids they need.

Shapiro, J. (1993). No pity: People with disabilities forging a new civil rights movement. New York: Times Books.
This book is intended to serve as an introduction to the U.S. disability rights movement. Shapiro guides the reader through political issues underlying the movement, including: images of disability that reinforce stereotypes of people with disabilities, the fight for independent living and for civil rights, and the assertion of a separate culture by Deaf people.

Shaw, B. (Ed.). (1994). The ragged edge: The disability experience from the pages of the first 15 years of the disability rag. Louisville, KY: Advocado Press.
The Disability Rag is a politically active periodical about the disability rights movement and disability culture. This anthology is a collection of articles from the first fifteen years of the Disability Rag, representing a wide variety of topics and articles relating to the development of the disability rights movement and a larger socio-political/cultural model of disability.

Stewart, J. (1989). The body's memory. New York: St. Martin's Press.
One of the first novels about the experience of disability from a cultural perspective, Jean Stewart explores the experience of acquiring a disability, struggling with health care professionals and the reactions of friends and family, and wrestling with her own internalized concepts of how life with a disability evolves. This book illustrates how connection to a larger disability community can affect and empower people with disabilities in a multitude of ways.

University of Wisconsin-Madison. (1990). Multi-Cultural Groups with Disabilities: An Annotated Bibliography. Madison, WI: University of Wisconsin-Madison, Waisman Center University Affiliated Program.
This bibliography of books, articles and reports is intended for professionals working with members of multicultural groups who have disabilities. Includes information about cultural perspectives, training, and the impact of cultural beliefs on educational service delivery.

Periodicals and Journals

The Ragged Edge (and back issues of The Disability Rag and ReSource)
Advocado Press
Box 145
Louisville, KY 40201
http://www.ragged-edge-mag.com
A self-described "magazine with attitude." A political, nonacademic periodical about the disability rights movement.

Disability Studies Quarterly
Department of Sociology
P.O. Box 9110
Waltham, MA 02254-9110
This is an academic quarterly for disability-related research done within the socio-political model of disability.

This Brain has a Mouth
MOUTH
61 Brighton Street
Rochester, NY 14607
Like the Disability Rag, this is a political magazine about the disability experience.

WE
WE magazine
495 Broadway, 6th Floor
New York, NY 10012
1-800-WEMAG26 or 1-212-941-9584
http://wemagazine.com
A lifestyle magazine for people with disabilities, their families and friends, including articles on fashion, travel and current events.

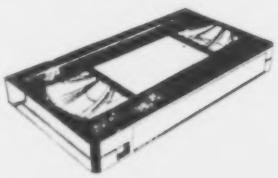
Videotapes and Other Non-Print Media

Coming to Terms

Hugh Gallagher, disabled by paralytic polio at the age of 19, became a noted author, public affairs adviser, and disability advocate. Gallagher reflects on his struggles, discusses his rehabilitation at the Georgia Warm Springs Foundation, and compares his coping mechanisms with those of his childhood idol, Franklin D. Roosevelt. (1/2" VHS; color; 57 min.; © 1990). Available through The Cinema Guild, 1697 Broadway, Suite 506. New York, NY 10019-5904, phone (212) 246-5522 or (800) 723-5522, fax (212) 246-5525, or via the World Wide Web at http://www.tunanet.com/cinemaguild/.

Here

Features Cheryl Marie Wade, a Berkeley-based performance poet. She incorporates energy, rhythm and a sense of humor into performances about disability. Emphasizes the spoken aspect of the poem, the physical presence of the poet, and promotes disability awareness. Closed captioned. ($^1/_2$" VHS; color; 14 min.; © 1991). For ordering information, contact Cheryl Marie Wade at 1613 5th Street, Berkeley, CA 94710.



Seeing people with disabilities and learning about their lives (in person or through videotape) can be an important way to impact the attitudinal environment discussed in the "Four Access Environments" section of this guidebook.

Twitch and Shout

A documentary exploring the world of people with Tourette Syndrome. Stories from a photojournalist, artists, a professional basketball player, and more. Winner of numerous American and international awards. Closed captioned. ($^1/_2$" VHS; color; 59 min.; © 1995). To order, contact New Day Films, 22D Hollywood Avenue, Ho-ho-kus, NY 07423. 201-652-6590.

Vital Signs: Crip Culture Talks Back

Filmed at a national conference on disability and the arts, various people with disabilities share their artistic expressions about disability and disability culture. Includes interviews with Anne Finger, Kenny Fries, Dr. Carol Gill, Dr. Harlan Hahn and others. Open captioned. ($^1/_2$" VHS; color; © 1997). The video can be ordered by writing to the Mouth, 61 Brighton Street, Rochester, New York 14607.

When Billy Broke His Head...And Other Tales of Wonder

Profiles Billy Golfus, an award-winning journalist who experienced a severe head injury in a motor scooter accident. Golfus meets disabled people around the country and documents first-hand the strength and anger that is forging a new civil rights movement for disabled Americans. An entertaining, irreverent, first-person road movie. Open captioned. ($^1/_2$" VHS; color; 57 min.; © 1994). The video can be ordered by calling (800) 343-4727.

PVA In Pursuit

A television show dedicated to showcasing talents of athletes with disabilities on ESPN. "PVA In Pursuit" airs twice each month on ESPN. For more information, lists of past topics, and show times in your area, contact: Elite Racing Television, Inc., 10509 Vista Sorrento Parkway, Suite 102, San Diego, CA 92121 619/450-6510 The web site is http://www.pvainpursuit.com.

Electronic mailing lists:

E-mail lists (also called "discussion lists," "electronic lists," and "listservs") are interactive computer-based communications using electronic mail as the communication medium. Lists are an excellent way to discuss any topic, because one e-mail message from a subscriber is immediately sent via computer to all other subscribers on the list. The listserv becomes a type of "bulletin board" where messages can be read by all members and everyone has a chance to respond. E-mail lists can be manually administered by humans, using standard e-mail, or they can be automated by computers (servers such as listserv, or majordomo).

Before joining a listserv, be aware that automated lists have at least two accounts: one for the computerized *server* and one for the actual *list* and all its subscribers. Subscribe and unsubscribe commands must be sent to the computerized server account, not the list account. After subscribing, all e-mail messages (postings to the list) are sent to the e-mail address for the list itself. This is very important and often overlooked, which means that sometimes list members will receive messages from people wanting to subscribe or unsubscribe, while other members are frustrated by computerized servers who will not (and can not) forward e-mail messages to others on a list. Save any information from the administrator about subscribing, unsubscribing, and sending emails (i.e., posting messages) to the listserv. Following the instructions below will simplify the process of subscribing and unsubscribing to any list. After subscribing, the rest of the process is fairly automatic (e.g., messages will arrive without any effort or additional emails).

To subscribe to a list:

1) Leave the subject/topic line blank in your email header

2) The body of the e-mail message should contain the single line:

sub {list name} {your first name} {your last name}

Example: sub ACOLUG Susan Marshall

3) Send the message to the specified email address below. Wait for confirmation that the subscription was processed, as well as additional directions on how to proceed.

To unsubscribe, follow the same rules as above. The body of the message, however, should contain the single line:

unsubscribe {list name} {your first name} {your last name}

Example: unsubscribe ACOLUG Susan Marshall

4) Remember to refer to any list information before posting messages. This is very important because list messages might be sent to an e-mail address which is different than the email address for subscribing/unsubscribing. If the list generates many messages, it is helpful to receive a "digest" form of the list. A digest is one e-mail message from the human listserv administrator, summarizing all the messages posted each day. If the listserv has many e-mail messages each day, digest form may be a helpful way to process the various postings. For more information, contact the listserv administrator.

ACOLUG
Topic: Discussion group for users of augmentative communication
Host Site: Temple University, Pennsylvania
To Subscribe: Send message to listserv@vm.temple.edu

ACT-MAD
Topic: Discussion group for activists in the field of mental health
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

ADA-LAW
Topic: Discussion about the Americans with Disabilities Act law
Host Site: North Dakota HECN, NDSU ITS, North Dakota
To Subscribe: Send message to listserv@listserv.nodak.edu

ADDISONS
Topic: Support for people with Addisons Disease
Host Site: L-Soft International, Inc., Maryland
To Subscribe: Send message to listserv@home.ease.lsoft.com

ADD-L
Topic: Attention deficit disorder discussion list
Host Site: Request information from listserv@vm3090.ege.edu.tr
To Subscribe: Send message to listserv@vm3090.ege.edu.tr

ADDULT
Topic: Discussion for adults with attention deficit disorder
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

AFFECTD
Topic: Discussion group about affective disorders
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

ALTERNATIVE-MED
Topic: List for a discussion about alternative medicine
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

ANX-DIS
Topic: Anxiety disorders discussion group
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

BORDERPD
Topic: Borderline personality disorder support group
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

CADRE
Topic: Coalition advocating disability reform in education
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

CAPD
Topic: Discussion of central auditory processing disorders
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

COMMDIS
Topic: Communication and speech disorders
Host Site: Send requests for information to commdis-request@vm.its.rpi.edu
To Subscribe: Send message to listserv@vm.its.rpi.edu

DEAFBLND
Topic: List for information about DeafBlind issues and culture
Host Site: University of Kentucky
To Subscribe: Send message to listserv@lsv.uky.edu

DEAF-L
Topic: Information and discussion about deafness and Deaf culture
Host Site: Southern Illinois University
To Subscribe: Send message to listserv@siu.edu

DISABLED
Topic: Disabled people, disability issues, and psychology discussion group
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

DSSHE-L
Topic: Disabled student services providers in higher education
Host Site: State University of New York at Buffalo
To Subscribe: Send message to listserv@listserv.acsu.buffalo.edu

EAT-DIS
Topic: Discussion about eating disorders
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

EURAHEAD
Topic: The European Association for Higher Education Access and Disability
Host Site: Irish Academic and Research Network (HEAnet), Ireland
To Subscribe: Send message to eurahead-request@listserv.hea.ie

GENDIS-J
Topic: Discussion of Jewish genetic diseases
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

HIVPSYCH
Topic: Psycho-social aspects of HIV and AIDS
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

JACS
Topic: Jews in recovery from alcoholism and drug abuse
Host Site: St. John's University, New York
To Subscribe: Send message to listserv@maelstrom.stjohns.edu

LUPUS
Topic: Lupus and other related diseases
Host Site: L-Soft International, Inc., Maryland
To Subscribe: Send message to listserv@listserv.acor.org

MPD-NET
Topic: List for support of people with myeloproliferative disorders
Host Site: L-Soft International, Inc., Maryland
To Subscribe: Send message to listserv@listserv.acor.org

OCD-L
Topic: Obsessive compulsive disorders list
Host Site: Send requests for information to ocd-l-request@vm.marist.edu
To Subscribe: Send message to listserv@vm.marist.edu

PSYCH-DD
Topic: Discussion about developmental disabilities
Host Site: North Dakota HECN, NDSU ITS
To Subscribe: Send message to listserv@listserv.nodak.edu

SP-AIDS-LIST
Topic: Information and discussion about AIDS
Host Site: State University of New York at Buffalo, New York
To Subscribe: Send message to listserv@listserv.acsu.buffalo.edu

STUTT-X
Topic: Focuses on communication disorders and stuttering
Host Site: Send requests for information to stutt-x-request@asuvm.inre.asu.edu
To Subscribe: Send message to listserv@asuvm.inre.asu.edu

World Wide Web Sites:

The World Wide Web (WWW) is a collection of documents on the internet that are interconnected via "links," creating a "web" of resources. Although web sites are not edited by any general authority (meaning that any individual or organization can post information regardless of content or editing), the web can offer an introduction to a topic and the international network of resources and information that are available. Documents can be in various forms, including text, images, movies or audio. The Uniform Resource Locator (URL) is the address given to a WWW browser (e.g. Netscape, Internet Explorer) to access the documents of interest. Most URLs begin with "http://". It is very important to type the URL/address exactly as it is listed below, including punctuation and capitalization.

Most internet applications (e.g., "Netscape" or "Internet Explorer") have a "search engine" or "search" function which can be used to explore the internet and find sites of interest for any given topic (e.g. search for "disability" or "higher education"). Campuses usually have computer support specialists who can assist with an introduction to the Internet. Another option for beginners is to enter a URL for one of the sites below, to click on colored words (links) or pictures to get to other related documents, and to begin experiencing how the web is connected.

Before searching the internet with a screen-reader application or other adaptive equipment, learn about its use with the internet. Not all screen-readers can adjust to the complexities of the internet and some sites may be more accessible than others (e.g. some may be available in text-only format).

Accessible Web Design Resource
http://www.igs.net/~starling/acc/index.htm
A guide for people who want to create web pages that are accessible for people with disabilities. Includes links to other resources about accessible web design.

ADA Home Page
http://www.usdoj.gov/crt/ada/adahom1.htm
Information about the Americans with Disabilities Act, as provided by the U.S. Department of Justice. Includes the phone number of a toll-free ADA information line.

AHEAD
http://ahead.org
The Association on Higher Education and Disability (AHEAD) is a national organization for disability service providers in higher education. The web site has contact information for AHEAD, as well as information about current events and opportunities.

AXIS Dance Company
http://www.axisdance.org/
A dance company founded by performers with disabilities, this organization's web site offers information about a variety of resources and educational programs in addition to updates about their performances.

Beyond Affliction: The Disability History Project
http://www.npr.org/programs/disability
"Beyond Affliction" is a four-part radio series about disability history. This web site includes excerpts from the shows and information about research that led to the creation of this National Public Radio documentary.

Callahan Online
http://eyescream.com/callahan
This home page for John Callahan, a cartoonist with a self-described "savage" sense of humor who often comments about society's perceptions of people with disabilities. The site includes a brief biography and a cartoon which changes daily.

Canine Companions for Independence
http://www.caninecompanions.org/
This organization provides assistance dogs to people with disabilities and pet therapy programs. Includes information about regional offices and how the service dogs are trained.

Careers On-Line
http://disserv3.stu.umn.edu:8080/COL
Provides information about employment opportunities, adaptive technology resources, resumes, and internships for people with disabilities.

The Center on Human Policy
http://soeweb.syr.edu/thechp/
Based at Syracuse University, this policy, research, and advocacy organization works to further inclusion and equal rights for people with disabilities. The site includes links to their publications and resources, as well as other disability resources.

Children and Adults with Attention Deficit Disorder
http://www.chadd.org/
CH.A.D.D. is a national organization which has numerous publications and other resources for people with attention deficit disorder. This web site includes on-line fact sheets about attention deficit disorder.

Concrete Change
http://concretechange.home.mindspring.com
Resources and information about accessible housing. Concrete Change is based in Georgia and is part of an international movement to make all newly constructed homes and buildings accessible for people with disabilities.

Deaf World Web
http://dww.deafworldweb.org
A very complex web site which requires a high-speed modem, the Deaf World Web has information about deaf communities and culture around the world, an online American Sign Language dictionary, information about Deaf culture, and many other resources.

Disability News Service
http://www.disabilitynews.com
An on-line news service which provides information about people with disabilities and current events in the disability community. This site could serve as a resource for campus newspapers and other media-related departments that are looking for information about disability in the news.

Disability Rights Advocates
http://www.dralegal.org/
This web site contains information about disability rights, advocacy work with disabled people, the Disability Holocaust Project, and a 1998 report about the national status of people with disabilities.

Disability Social History Project
http://www.disabilityhistory.org/dshp.html
This is a continually evolving web site that collects and displays information about the history of people with disabilities and their stories. Includes information about the project itself, models of disability, a time line, heroes in the community, and various essays.

The Disability Rights Activist
http://www.teleport.com/~abarhydt/
This web site seeks to centralize information for disability rights activists (people with disabilities and their allies). Includes an introduction to disability rights issues, an introduction to advocacy, action alerts, and selected news items and current events.

Disability Services at University of Minnesota
http://disserv3.stu.umn.edu/index2.html
Contains links to projects and research at Disability Services (including Engage and Careers On-Line). Also has links to disability-related resource lists and web sites.

Disabled Peoples' International Home Page
http://www.escape.ca/~dpi/
Includes links to publications, international conference listings, news, and additional resources about international disability movements.

DO-IT (Disabilities, Opportunities, Internetworking, and Technology)
http://weber.u.washington.edu/~doit/
A web site dedicated to promoting technology to enhance the independence and equality of people with disabilities. Includes information about developing accessible web pages, programs promoting technology, and disabled people who have used technology to enhance their education and careers.

The DRM Guide to Disability Resources on the Internet
http://www.disabilityresources.org
A guide to literally thousands of resources on the internet, selected by staff members of Disability Resources Monthly and arranged into various categories for easier use. Includes a regional resource directory, information on web site accessibility, resources for library accessibility, and information for parents about inclusion.

Dyslexia: The Gift
http://www.dyslexia.com/
A celebration of the positive aspects of having dyslexia (e.g. thinking in multi-dimensional ways). Includes information about research and recent methods focusing on strategies for living with dyslexia (as a child or adult). Includes a translation service to access the site in Spanish, French and other languages.

Electric Edge
http://www.ragged-edge-mag.com
The "Electric Edge" is the on-line version of Ragged Edge magazine. Information about both magazines, current events, opinion pieces and cartoons about disability culture. Also includes links to the Advocado Press (which sells books, videos and novelty items related to disability culture).

Enable Online Magazine
http://www.enable-magazine.com
An on-line disability community and culture center focusing primarily on links to other web resources, chatrooms, discussions, and mobilizing the disability community towards political and social action.

FCC Disability Task Force Website
http://www.fcc.gov/dtf/
This task force has a mission of ensuring equal access to telecommunications for all people regardless of disability. Includes links to information about legislation (e.g. telecommunications act establishing relay services), to various branches of the federal government, and general information about disability access to telecommunications.

Gallaudet University's World Wide Web (WWW) Home Page
http://www.gallaudet.edu/
Gallaudet University is the world's only liberal arts college for deaf people. This web site includes information about current research and conferences, campus publications, and general information about deaf and hard of hearing people.

HabitSmart Home Page
http://www.cts.com:80/~habtsmrt/
This is a self-help web site for people with addictive and habitual behaviors. Designed to augment or complement the variety of twelve-step programs available nation-wide. Links also include general information about cognitive therapy, codependency, and goals setting, among other information.

Institute on Disability Culture
http://www.dimenet.com/disculture
This web site is dedicated to presenting information about disability history, culture, ideology and expressions. Similar in layout to an on-line magazine with articles, book lists, and art.

Landmark College Home Page
http://www.landmarkcollege.org/
Landmark College is a liberal arts college designed specifically for students with dyslexia, attention deficit disorder, and other learning disabilities. This web site gives more information about the college, the student body, and current programs.

Online MAINSTREAM: Magazine of the Able-Disabled
http://www.mainstream-mag.com/
The on-line version of Mainstream magazine (which has covered disability issues for over twenty years), this periodical has editorials, news, advocacy reports, and lifestyle features for people with disabilities.

Marilyn Salisbury's Abilities Column
http://www.uniontrib.com/utarchives/index.html
This web site is the archives page for the San Diego Union-Tribune. Free registration is required for all people using this site, but registration gives access to Marilyn Salisbury's long-running opinion articles about disabilities.

Resources about Disability and Mass Communication
http://www.towson.edu/~bhalle/disable.html
This resource list includes links to a variety of resources about disability and the media, disability news, on-line magazines, and videos about disability. Some Canadian and British resources are included as well.

National Arts and Disability Center
http://www.dcp.ucla.edu/nadc
An information, resource and training center promoting inclusion of children and adults with disabilities into various arts communities. Links to the Association for Theatre and Accessibility. Includes information about governmental, education, and non-profit agencies. Highlights of some artists with disabilities.

National Association of the Deaf (NAD) Home Page
http://www.nad.org
Includes information about this political organization founded by and for culturally Deaf people. Includes updates, some history, and links to information of interest to the Deaf community and their allies.

National Federation of the Blind
http://www.nfb.org
Although the first paragraph on this page pronounces blindness to be a "nuisance," this web site has many links to political sites by, for and about blind people. Includes information about employment, braille, literature, professional groups, technology and more.

National Travelers Database at "Project Action" Website
http://www.projectaction.org
Sponsored by the Easter Seals, this organization works towards improving the accessibility of community transportation across the country. Many links, newsletters, publications, and an "accessible traveler's database" are included in this site.

The web can offer a wealth of international resources and information. Check out the web sites listed here for information about accessible web page designs. Accessible personal, departmental and campus home pages are part of the "Informational Environment" discussed in the "Four Access Environments" section of this guidebook.

New Mobility Magazine On-Line
http://www.newmobility.com
Focused exclusively on disability news, resources, and culture. Includes not only the magazine itself, but also resources, a jobline, and interactive components to talk with other magazine readers.

OCD: Obsessive-Compulsive Disorder
http://fairlite.com/ocd
Although largely focused on information about OCD as a medical disorder, this site also has links to resources, a bulletin board, and other information for people with OCD and their allies.

On a Roll Radio
http://www.onarollradio.com
This weekly radio talk show focuses on life and disability from the cultural perspective. Includes information about local broadcasts. This site is largely audio-based, but includes some text about guests on the show and recent topics.

osanews.com: The Online Resource for Active, Healthy, Independent Living
http://www.osanews.com/index.html
Formerly One Step Ahead newspaper, this on-line magazine includes various legal and technological updates in addition to lifestyle reporting about the disability community. Issues of the magazine can be downloaded from this site.

People with Disabilities
http://www.igc.apc.org/pwd/index.html
Provided by IGC (an on-line agency linking progressive organizations and movements), this list for people with disabilities is divided into broader categories of general resources, resources by type of disability, and more. Links are provided for each category.

PEPNet Online
http://www.pepnet.org/
PEPNet is the Postsecondary Education Programs Network, a consortia of four regional centers across the country. These centers provide outreach and assistance to postsecondary institutions serving deaf and hard of hearing students. This site includes links to regional centers and resources.

Polio Survivor's Page
http://www.eskimo.com/~dempt/polio.html
Information about polio and post-polio resources. Includes medical information, but also articles, resources and newsletters from the post-polio community.

Registry of Interpreters for the Deaf
http://www.rid.org/home.html
National professional organization for sign language interpreters and transliterators. This site contains information about regional organizations, resources, and the interpreter Code of Ethics.

Society for Disability Studies
http://www.wipd.com/sds
A nonprofit scientific and educational organizational which brings together multidisciplinary people who are interested in promoting disability studies. Additional information about SDS is available at this site, as well as publications and links to articles about disability studies.

Spinal Cord Injury Info Network
http://www.spinalcord.uab.edu
Although focused on information and resources about spinal cord injury, research and education, there are also links to news and community information for people with spinal cord injuries.

Uppity DisAbility Internet Resources
http://www.exploremain.com/~io20742/upmain.html
Focused on disability culture and news, this site has information about political and cultural movements within the disability community. Often features links to recently-developed web sites about disability culture.

VSA
http://www.vsarts.org
This national organization, formerly called "Very Special Arts," promotes art by artists with disabilities, regardless of age or type of disability. Includes information about regional VSA organizations, as well as links to national museums of art collected by VSA.

We Magazine Website
http://www.wemagazine.com
A lifestyle magazine for and about people with disabilities. Includes information about advocacy, a bulletin board, and links to subscription information.

WebABLE!
http://www.webable.com/
Sponsored by the Yuri Rubinsky Insight Foundation, WebABLE! is a directory for disability-related internet resources. Primary focus is on access to technology and telecommunications.

Women and Disability Resources
http://members.tripod.com/~Barbara_Robertson/DisabRes.html
Includes information about issues related to women, disability and feminism. Links are divided into general topics (e.g. sexuality, economics, abuse of women with disabilities, research).

Part VII:
Index

INDEX

A

Ableism, 16, 18

Access environments, 6-7, 7-14, 20-21

physical, 6, 8-9

informational, 7, 9-11

programmatic/policy, 7, 12-13

attitudinal, 7, 13-14

Access Initiatives (*see* Campus Access Initiatives)

Access Initiatives worksheet, 38, 39, handouts section

Accessibility checklist, 7, handouts section

Accessible Web Design Resource, 55

AHEAD (*see* Association on Higher Education and Disability)

Alliances (*see* Diversity)

Americans with Disabilities Act (ADA)

campus ADA coordinators, 7-8

effect on access in higher education, 2

world wide web resource about, 55

Arts, and disability, 24

Asch, A., 46

Association on Higher Education and Disability (AHEAD), 56

AXIS Dance Company, 56

B

Barr, V.M., 45

Barriers, to access, 6

Beyond Affliction: The Disability History Project, 56

Bolte, B., 43

Bregante, J.L., 44

Browne, S.E., 45

C

Callahan, J., 45

Callahan Online, 56

Campus Access Initiatives, 3, 38, 39

Canine Companions for Independence, 56

Careers On-Line, 56

Center on Human Policy, The, 56

CH.A.D.D. (*see* Children and Adults with Attention Deficit Disorder)

Children and Adults with Attention Deficit Disorder (CH.A.D.D.), 56

Cohen, L.H., 45

Coming to Terms, 49

Concrete Change, 56

Connors, D., 45

Copeland, M.E., 45

D

Deaf World Web, 56

DisAbility Concerns Network, 2

Disability community (*see* Disability culture)

Disability culture, and community, 18, 20-24, 25

Disability News Service, 56

Disability Pride, 18-19

Disability Rag (*see* The Ragged Edge)

Disability-Related Supports Chart, 34, 37, handouts section

Disability Resources Chart, 34, 36, handouts section

Disability Rights Activist, The, 57

Disability Studies Quarterly, 49

Disabled Peoples' International, 57

Diversity
and multiculturalism, 19-20, 25
in the disability community, 6
DO-IT (Disabilities, Opportunities, Internetworking, and Technology), 58
DRM Guide to Disability Resources on the Internet, 58
Dyslexia: The Gift, 58

E

Electric Edge, 58
Electronic resources (*see* Internet)
Enable Online Magazine, 58
Essays (*see* Literature)

F

FCC Disability Task Force Website, 58
Fine, M., 46
Finger, A., 46
FIPSE (*see* Fund for the Improvement of Postsecondary Education)
Fries, K., 46
Fund for the Improvement of Postsecondary Education (FIPSE), 3

G

Gallaudet University, 58
Gill, C.J., 16, 17, 41, 43
Groce, N., 46

H

HabitSmart Home Page, 59
Hahn, H., 16, 41, 43
Henderson, C., 6, 41
Here, 50
Hershey, L., 44, 46
Hevey, D., 46
Hidden disabilities, 6
History, and disability culture, 22-23
Disability Social History Project, 57 (*see also* Beyond Affliction)
Hockenberry, J., 47
Humor, and disability culture, 23-24
Humphries, T., 47

I

Institute on Disability Culture, 59
Interactional Model, of disability, 3, 16-18
Internalized oppression, and people with disabilities, 16-18
Internet, and other electronic resources
electronic mailing lists, 51-55
electronic mailing lists, instructions, 51-52
world wide web (WWW), instructions, 55
world wide web (WWW), 55-62

J

Journal articles, (*see* Literature)

K

Key Leaders and Resources Chart, 30-32, handouts section
Kroeger, S., 47
Kuh, 2

L

Landmark College, 59
Levine, S.C., 48
Listservs (*see* Internet, electronic mailing lists)
Literature and writings, and disability culture, 21-22
journal articles and essays, resources, 36-37
periodicals and journals, resources, 42
resource books and literature, resources, 38-41
Lloyd, M., 44

M

Magolda, M., 1

Mass communication, resources about disability, 52 (*see also* Multimedia), 59

Material Resources Worksheet, 34-35

Medical Model, of disability, 16-17

Models of disability (see Med or Intvac.)

Mona, L., 2, 41

Morris, J., 47

Multiculturalism (*see* Diversity)

Multimedia, and disability culture, 22, (*see also* Mass Communication)

Music, and disability culture, 34

N

NAD (*see* National Association of the Deaf)

NAPAS (*see* National Association of Protection and Advocacy Systems)

NASPA (*see* National Association of Student Personnel Administrators)

National Arts and Disability Center, 59

National Association of Protection and Advocacy Systems (NAPAS), 44

National Association of Student Personnel Administrators (NASPA), 2

National Association of the Deaf (NAD), 60

National Federation of the Blind (NFB), 60

Needs Assessment, 27-36

Needs Assessment Worksheet, 27-29, handouts section

New Mobility Magazine On-Line, 60

NFB (*see* National Federation of the Blind)

O

OCD: Obsessive-Compulsive Disorder, 60

On a Roll Radio, 60

Online MAINSTREAM: Magazine of the Able-Disabled, 59

osanews.com: The Online Resource for Active, Healthy, Independent Living, 61

O'Toole, C.J., 44

P

Padden, C., 47

Pelka, F., 48

People with Disabilities, internet resource list for, 61

PEPNet Online, 61

Periodicals and Journals (*see* Literature)

Phillips, M., 44

Polio Survivor's Page, 61

Postsecondary Education Programs Network (*see* PEPNet)

Project Action, 60

PROJIMO, 48

PVA In Pursuit, 50

Q

R

Ragged Edge, The, 49

Registry of Interpreters for the Deaf (RID), 61

Rehabilitation Act of 1973, Section 504, 2

RID (*see* Registry of Interpreters for the Deaf)

Robertson, B.A., 44

Ryan, D., 2, 41

S

Salisbury, M., 59

Section 504 (*see* Rehabilitation Act of 1973)

Shapiro, J., 41, 48

Shaw, B., 48

Shuck, J., 47

Society for Disability Studies, 54

Sources of Influence Worksheet, 32-33, handouts

Spinal Cord Injury Info Network, 61

Stern, N., 45

Stewart, J., 48

T

This Brain Has a Mouth, 49

Twitch and Shout, 50

U

University of Minnesota, 3, 57

University of Wisconsin-Madison, 48

Uppity DisAbility Internet Resources, 61

U.S. Department of Education, 2

V

Videotapes (*see* Multimedia)

Visible disabilities, 6

Vital Signs: Crip Culture Talks Back, 50

VSA, 62

W

We, 49, 62

WebABLE!, 62

When Billy Broke His Head...And Other Tales of Wonder, 50

Women, and disability resources online, 62

Writings, and disability culture (*see* Literature)

X, Y, Z

Accessing Student Life:
Steps to Improve the Campus Climate
for Disabled Students

Handouts

Accessibility Checklist

Worksheets and Charts

ACCESSIBILITY CHECKLIST FOR PROGRAMS/ORGANIZATIONS

How accessible is your program and/or organization to people with disabilities?

Circle Yes, No, Not Sure, or Not Applicable, to each statement listed below.

Physical Environment				
The program/organization...				
1. is in a wheelchair accessible location (elevators, wide doorways, lowered fountains and phones, ramps and accessible restrooms).	Yes	No	Not Sure	N/A
2. has the most frequently used materials on lower shelves and all equipment in wheelchair accessible areas.	Yes	No	Not Sure	N/A
3. has nearby disability parking..	Yes	No	Not Sure	N/A
4. holds programs in accessible locations.	Yes	No	Not Sure	N/A

The Information Environment				
The program/organization...				
1. includes a statement on promotional materials explaining they are available in alternative formats on request.	Yes	No	Not Sure	N/A
2. ensures the provision of materials in alternative formats (Braille, large print, audio tape or diskette).	Yes	No	Not Sure	N/A
3. shows videos/films with closed or open captions.	Yes	No	Not Sure	N/A
4. has a TTY (teletypewriter for phone communication with people who are deaf/hard of hearing or speech impaired).	Yes	No	Not Sure	N/A
5. has access to adaptive computer technology.	Yes	No	Not Sure	N/A
6. includes information on disability services in promotional material.	Yes	No	Not Sure	N/A
7. provides staff/volunteers to assist people who need: • readers • scribes (e.g., for exercises and inventories) • assistance in operating equipment • assistance in procuring materials	Yes	No	Not Sure	N/A

Programmatic/Policy Environment

The program/organization...

1. allows alternative formats or accommodations for surveys, questionnaires and any other testing situation.	Yes	No	Not Sure	N/A
2. keeps disability-related information about an individual confidential.	Yes	No	Not Sure	N/A
3. provides disability accommodations at events (e.g., interpreters)	Yes	No	Not Sure	N/A
4. includes statement regarding availability of accommodations on all advertising.	Yes	No	Not Sure	N/A
5. adapts policies to individual disability-related needs, including: • allowing people to borrow reserved material for taping or enlarging materials. • allowing people with reading and print related disabilities to borrow materials for extended periods of time or to use computers for longer amounts of time. • allowing part-time students with disabilities to participate in programs for full-time students.	Yes	No	Not Sure	N/A
6. consults with disability services regarding specific disability issues.	Yes	No	Not Sure	N/A

Attitudinal Environment

The program/organization...

1. monitors the attitudes of the program staff/volunteers toward individuals with disabilities (e.g., through discussions and training)	Yes	No	Not Sure	N/A
2. encourages positive attitudes of nondisabled people toward individuals with disabilities.	Yes	No	Not Sure	N/A
3. includes in its materials pictures of people with visible disabilities portrayed in a positive manner.	Yes	No	Not Sure	N/A
4. uses appropriate language to refer to people with disabilities.	Yes	No	Not Sure	N/A

Adapted with permission from Aase & Smith

© 1990, University of Minnesota

Permission is granted to make copies of this material for training purposes with the following acknowledgment: *Engage*, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

WORKSHEET #1:
NEEDS ASSESSMENT

Name of Program/Organization: _____

Date Completed: _____

DIRECTIONS: Using the following guidelines, please describe the environment and demographics of the program and/or organization selected for this project. This description will assist in understanding the setting in which this access initiative takes place. Additionally, this information will be beneficial in describing the program and/or organization to other external sources, such as administration, potential funding sources and the media.

A. Environmental Attributes & Demographic Information

- *Physical Environment*: Geographic location, proximity to urban centers, nature of community in which campus is located and any significant impact this has on the program and/or organization.

  _____
  _____
  _____
  _____

- *Programs/Organizations Access*: Characteristics that affect getting in, out, to and around necessary buildings and grounds.

  _____
  _____
  _____
  _____

- *Target Audience or Membership*: Demographics of the participants (ethnicity, gender, age, number of people with disabilities, types of disabilities).

  _____
  _____
  _____
  _____

- *Advisers and Employees*: Demographics of the faculty, staff (academic/nonacademic) and administrators formally affiliated with the identified program and/or organization.

_____

_____

_____

_____

- *Existing Institutional Research*: List relevant studies or assessments which have been conducted on campus. For example, analyses of retention or academic issues for various student population groups, diversity issues, and student involvement. Review and list those studies/reports which are relevant to the Access Initiative. Is there a need for more disability-related information to be gathered in such studies?

_____

_____

_____

_____

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

WORKSHEET #2:
KEY LEADERS AND RESOURCES CHART

Directions: Complete this chart with key components, key leaders, regular meetings and any training initiatives within targeted programs/organizations.

Name of Program/Organization: _____

Date: _____

Key Components	Key Leaders (Name and Contact Information	Regular Meetings (Date, Time and Location)	Training Initiatives
Example: Student Union, Diversity Issues Committee	*Li Yang, Chair, Diversity Issues Committee, 555-7894*	*First Monday of each month (2:00 - 3:00) in Student Center Conference Room 04*	

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

WORKSHEET #3:
SOURCES OF INFLUENCE

Name of Program/Organization: _____

Date Completed: _____

DIRECTIONS: Based on the information from previous worksheets, list the names, positions, and contact information about additional people and groups that can help support the Access Initiative.

Name of Person or Group	Person's Position or Group's Purpose	Contact Information (address, phone number, etc.)

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

WORKSHEET #4:
MATERIALS RESOURCES WORKSHEET

Material Resources	Sources	Follow-up Plan (Who, When, How)
Example: Free photo copying	*1: Student Government Office*	*Dana will check with student government office before next meeting*
	3: Disability Awareness Day: Co-sponsor with Disability Services?	*Ellis will discuss with Dan Hubert from D.S. Office during next Awareness Day planning meeting*
1:	1:	
	2:	
	3:	
2:	1:	
	2:	
	3:	

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

WORKSHEET #5:
DISABILITY RESOURCES CHART

Disability Resources	Key Contacts (Name, Position, Phone, Address)
Example: Information about disability parking (maps of parking spaces)	*Kathy Larson-Wheelock, Parking Services Coordinator, 555-8001, Room 405 Humphries Bldg.*

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

WORKSHEET #6:
DISABILITY-RELATED SUPPORTS

Disability-Related Supports	Contacts (Name, Organization, Phone, Address)
Example: Closed-captioning decoder	*1: Bridget Starrs, Regional Service Center for Deaf and Hard of Hearing, 555-1230 (Voice/TTY), 222 General Court (Suite 1040)*
	2: Interpreter's office, Office for Students with Disabilities, 555-8094 (Voice only) /555-8095 (TTY only), 031 Hastings Hall
1:	1:
	2:
	3:
2:	1:
	2:
	3:

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota

WORKSHEET #7:
ACCESS INITIATIVE

Directions: Completion of this worksheet will facilitate the clear communication of ideas to decision makers, define roles and responsibilities of stakeholders, and provide a way to measure progress. Most of the information needed for composing the Access Initiative is contained in the materials already gathered for the Needs Assessment. Review the completed worksheets and charts, identifying areas for improvement and resources that will assist in making needed changes. Then formalize ideas into goals and objectives. A goal is the outcome desired and objectives are the steps which need to be taken to realize the goal.

Names of each person participating in the Access Initiative: _____

Goal #1:

_____

_____

_____

Objectives	Person Responsible	Target Date	Resources to Be Used
a.			
b.			
c.			
d.			
e.			

Goal #2:

Objectives	Person Responsible	Target Date	Resources to Be Used
a.			
b.			
c.			
d.			
e.			

Goal #3:

Objectives	Person Responsible	Target Date	Resources to Be Used
a.			
b.			
c.			
d.			
e.			

Goal #4:

Objectives	Person Responsible	Target Date	Resources to Be Used
a.			
b.			
c.			
d.			
e.			

Goal #5:

Objectives	Person Responsible	Target Date	Resources to Be Used
a.			
b.			
c.			
d.			
e.			

Permission is granted to make copies of this material for training purposes with the following acknowledgment: Engage, Disability Services, University of Minnesota. These materials were developed with funding from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

© 1997 University of Minnesota